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ABSTRACT

Project BET (Business and Education Together) was initiated by the California Chamber of Commerce in January 1984 to assist local chambers of commerce in developing long-term school-business partnerships. This handbook, based on work with six pilot chambers of commerce, offers a step-by-step process guide to school-business partnerships, along with worksheets and support materials. Chapter 1 provides an overview of why businesses are concerned with education and how the chamber of commerce can help in promoting and coordinating partnerships. Chapter 2, "Getting Started," explains how to form a committee, gain commitments, plan, and implement a partnership program. Chapter 3 describes types of partnership programs and subject-by-subject ideas on how to involve the expertise of business. Chapter 4, "Maintaining the Effort," provides guidelines for appointing program coordinators and for planning evaluation and public relations strategies for the partnership effort. Fifteen appendixes provide guides, handouts, and support materials for education committees. (TE)

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# A Sure Bet...

## Business & Education Together

## A Handbook for Chamber of Commerce Education Committees

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**Project BET**
**California Chamber of Commerce**

EA 017 272

THE WHITE HOUSE

WASHINGTON

March 21, 1985

Dear Mr. Hay:

Thank you for your progress report on Project BET, and the copy of your "how-to" handbook, A Sure BET.

The future of our nation depends on the quality of education our young people receive. There is so much that can be done by the private sector in meeting the needs of our educational system, and the response to our call for Partnerships in Education has been overwhelming. The enthusiasm and willingness of the California Chamber of Commerce to participate in the improvement of our educational system and the preparation of our youth for future challenges and opportunities is appreciated by all of us.

I am proud to commend your fine example and wish you every continued success.

Thank you and God bless you.

Sincerely,

Ronald Reagan

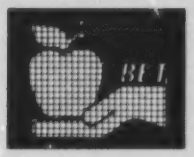
Mr. John T. Hay
President
California Chamber of Commerce
Post Office Box 1736
Sacramento, California 95808

# A SURE BET

## BUSINESS & EDUCATION TOGETHER

A Handbook for

Chamber of Commerce Education Committees

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**PROJECT B.E.T.**
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## ACKNOWLEDGEMENTS

Since Project BET's inception in January 1984, many people have graciously given their time and talent to help make it a **SURE BET** - a network of exemplary business-education partnerships throughout the state, all aimed at fostering substantial programs to improve student performance.

Over 1,800 companies have provided the financial support to make Project BET happen. Although the list is too long to include here, we gratefully acknowledge their contributions and commitment to educational excellence.

Working with us daily throughout the project were our statewide committee members and advisors, and the chamber of commerce staff and committee members at each of our six pilot projects.

### Statewide Education Committee

Don Guinn, Chairman of the Board and CEO, Pacific Telesis Group
David E. Anderson, President, General Telephone
R. Howard Annin, President-Western Region, General Electric Company
Walter F. Beran, Vice Chairman, Ernst & Whinney
Joseph R. Byerwalter, Senior Vice President, United Airlines
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Ivan J. Houston, Chairman of the Board and CEO, Golden State Mutual Life Insurance
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Peter F. Scott, President and CEO, DiGiorgi Corporation

### Ex Officio Members

Bill Honig, Superintendent of Public Instruction, State of California
Sam Ginn, President, Industry Education Council of California

### Statewide Education Committee Advisory Group

Dr. Henry L. Alder, University of California, Davis
Dr. Charles S. Benson, University of California, Berkeley
Bernard R. Gifford, Dean, University of California, Berkeley
Kenneth F. Hall, School Services of California
Dave Jolly, Consultant, Department of Education
Beverly Nestande, Newport Harbor Area Chamber of Commerce

### Pilot Chambers of Commerce Education Committees

El Monte-South El Monte Chamber
Fresno County and City Chamber
Newark Chamber
Pomona Chamber
Rancho Cucamonga Chamber
Sacramento Metropolitan Chamber

In addition, our thanks to all the business partners, teachers, administrators and school trustees who have demonstrated the endless creativity inherent in partnerships and have shared with us the tremendous potential to be realized through business-education partnerships.

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## FOREWORD

Project BET (Business & Education Together) was initiated by the California Chamber of Commerce in January 1984. The purpose of the Project is to improve education by assisting local chambers of commerce in developing long-term school-business partnerships. The resulting statewide network of business partners with education will work to improve student academic achievement and vocational preparation, and to strengthen the teaching profession.

BET builds on a long tradition of business support for education. For years, California businesses and industries have made substantial commitments to support their schools. Their pioneering community spirit provides us with countless excellent examples of the positive impact businesses can have on student performance and teacher motivation and morale.

However, their efforts were not linked, and more was needed. In recent years numerous reports have outlined the academic decline of our schools. Business leaders have been among the most vocal in the chorus calling for school reform.

BET provides materials and technical assistance to help local chambers organize member resources to improve education. Information is given on how to: 1) organize education committees, 2) gain chamber and school district board commitment to partnerships, 3) plan partnership programs designed to enhance student academic achievement and career readiness, 4) gain the commitment of business partners and teachers, 5) maintain and evaluate programs, and 6) report on results and publicize the partnerships.

This handbook, developed during the first year of BET's existence, is based on work with six pilot chambers of commerce and on the advice and experience of others who have worked on partnerships for years. BET staff worked closely with the six pilots through all stages of committee and program development. We kept notes as we helped adjust processes and procedures that didn't work, heard concerns of businesses, listened to concerns of school administrators and faculty, and assisted in developing exciting "kickoff" events and on-going programs. (See Appendix 14 for a list of the pilot chamber business and school partners and programs.)

All of these experiences were used to develop this book. It offers an easy to read, step-by-step process guide with many worksheets and support materials that cover the "hows and whys" of business partnerships. We hope chamber education committees will duplicate this book, use the worksheets, revise ideas to fit local priorities, and develop outstanding partnership programs that will add another link to the statewide network for improving education.

Partnerships go two ways. Businesses benefit by learning more about community schools and by helping those schools better prepare future employees. Businesses also benefit by the enthusiasm and enjoyment their employees derive from volunteer experiences in the schools.

The time for partnerships is now. The resources and support our schools receive today will determine the citizens and workers we see tomorrow. This handbook is designed to help your community set up partnerships for the future today.

BET would like to hear from education committees after they have used this guide. If you have new ideas to add to the network, please share them with us. Together we can make California's education system number one in the nation.

## CHAPTER ONE

## THE CHAMBER ROLE IN PARTNERSHIPS

### Overview

It is imperative that there be partnerships between businesses and education. Our nation and communities maintain economic growth and strength through the contributions of millions of people who think, create, manage, serve, build, lead. Our future depends on our continued ability to prepare young people who will fill those roles.

As the main community organization for business, the local chamber of commerce provides the logical vehicle for sustaining long-term, goal-oriented partnerships between businesses and the schools and for bringing the expertise and motivational influence of businesses into the schools. Chambers of commerce have a long-standing commitment to community development and their member businesses have a direct interest in the product of local schools: well prepared students. Although business volunteers may come and go, the commitment of the chamber board of directors and the chamber education committee remains and plays a key role in linking businesses and the schools.

Schools do not improve overnight or because business sends volunteers to several classrooms. Partnerships envisioned in BET are long-term. Over several years they will contribute to statewide gains in student academic achievement, vocational training and teacher preparation.

### Business' Stake In Education

Business interest in education is definite and measurable, which is why BET is more than a public relations strategy. Businesses pay high taxes, a major portion of which supports our public schools. They rely on these tax-supported schools to produce literate, skilled workers who can think, accept responsibility, learn and progress from entry level to top management positions, and can perform as productive citizens in the community. It is logical to assume that communities which boast a strong educational system will attract new industries.

Businesses are concerned by the low performance of schools, not only because it might reflect a poor investment of tax dollars, but also because studies show it costs less to train and evaluate future employees during high school than to recruit through personnel agencies, invest in traditional job training and account for turnover and non-productivity among unqualified workers. (See Appendix 1 for California Education Facts.)

Business can help schools regain momentum toward encouraging students to do well in school and to prepare for careers. By acting as volunteers in the classroom and by opening the doors of the community to expand the classroom, business people will:

1. Enhance the morale of teachers. Teachers need to see that the community places a priority on education. They need community partners who will support them and create opportunities for them to expand their professional skills.
2. Make classes more relevant for students. Students need to see that the list of graduation requirements is not a meaningless set of abstractions but that each course is a ticket to the future. They need to talk to people who made careers from the study of English or history or math or science. They need to hear about and see how the knowledge they are gaining applies to real life. They need to know what is expected of them by employers.

Chamber Roles

The local chamber of commerce education committee ensures that business partnerships with the schools are coordinated, that they meet communitywide needs, and that the partnerships are maintained in spite of career transfers of volunteers or financial set-backs of business partners. Chamber of commerce boards and their education committees provide an on-going group of business partners who make a long term commitment to support the schools.

POTENTIAL CHAMBER ROLES IN PROMOTING BUSINESS-EDUCATION PARTNERSHIPS

1. Coordinate business volunteers in schools.

   Chamber Role:
   The business volunteer subcommittee of the chamber education committee (Adopt-A-School, Adopt-A-Teacher, Adopt-A-District Committee, etc.) maintains contact with schools, businesses, and press to ensure success and continuity of effort.

   a. Business mentors who help students with science projects, career counseling, etc.
   b. Business tutors who coordinate academic enrichment with the normal curriculum.
   c. Speakers' bureaus which provide students with career-oriented lectures showing the relevance of school studies to later career choices.
   d. Adoptions to assist a school, a class, a program, a curriculum.
   e. Advisors to join curriculum committees.
   f. Trainers who provide teacher courses in subjects such as time management, organizational techniques, and developments in their field.

*BREA CHAMBER OF COMMERCE (POPULATION: 211,700)**

*The Brea Chamber's education committee sponsors tours of business and industry, on-site training opportunities, an adopt-a-school program, a "shadowing" program called Partners for a Day, an awards program for the Outstanding Youth of the Year, an Academic Booster's Club, and an internship program. Members of the education committee coordinate all programs. In addition, the committee participates in the Business Education Advisory Board - a group of thirty business people who guide the district in curriculum planning and development.*

**All chamber population figures based on 1980 census data.*

2. Coordinate and promote all community business-school partnerships.
   -Industry Education Councils (IECs)
   -Junior Achievement
   -Service clubs

Chamber Role:
Education committee members are appointed to identify existing efforts, contact their representatives, invite them to participate on the Education Committee, and submit articles about the various programs and businesses that participate. Education committee also holds mixers and conducts special awards ceremonies to honor all business partners for education.

*NEWPORT HARBOR AREA CHAMBER OF COMMERCE (Population: 65,300)*

*In developing its short- and long-range goals, the Newport Harbor Area Education Committee first inventoried existing business/education programs, then established subcommittees to address four other areas of concern: 1) support legislation to enhance the quality of public education, 2) publicize the needs of the local schools as determined by the education community, 3) publicize and promote opportunities for business participation and assistance in public education, and 5) sponsor programs for encouraging the involvement and training of working parents.*

3. Act as liaison for businesses and schools.
   -Superintendents and principals
   -School board members
   -Teachers
   -Chamber board members
   -Chamber members
   -Local government representatives

Chamber Role:
Education committee discusses community education needs and plans strategies to meet the needs (always maintaining dialogues between educators and business representatives). Education committee hosts business/educator mixers to keep dialogues open. Education committee surveys local entry level positions and requirements and keeps school informed (counselors, teachers, students).



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*GLENN COUNTY CHAMBER OF COMMERCE (County population: 21,800)*

*In an effort to coordinate the business education partnerships for a somewhat rural county, the Glenn County Chamber of Commerce Education Committee is planning a countywide business-partnership program. The committee held a planning meeting and decided that presentations should be made to the boards of all chambers in the county, and to the school principals and superintendents. Interested business, school and community representatives are being invited to a partnerships planning conference, which will be used to launch and coordinate the efforts.*

4. Evaluate and publicize successes and address continuing needs.

Chamber Role:
Education committee coordinates design, distribution and reporting of evaluation results. Members publicize new programs planned to meet continuing needs.

a. Student evaluations of partnership programs
b. Teacher evaluations.
c. Committee forums on community educational needs.
d. Business evaluations of classroom/school/students, etc. (given to superintendent).

*NORTHRIDGE CHAMBER OF COMMERCE (Population: 72,500)*

*The Northridge Chamber education committee received excellent reviews for its career information fair. It was so successful that the committee developed a handbook outlining the steps that were needed to implement such events. The handbook is given to the new education committee chair when the previous chair retires.*

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## CHAPTER TWO

## GETTING STARTED

### Overview

It is clear from previous pages that schools and businesses are natural partners. However, few successful projects are built in a day, and partnerships require careful, step-by-step construction. This will ensure that educators understand what business people need, want, and mean when they discuss partnerships, and that business people understand and agree to the educators' terms.

"Start small and build on success" is the advice given by all the sages of business-education partnerships. This chapter provides the chamber education committee with a step-by-step guide for coordinating successful partnerships. (See Figure 1: "Steps Leading to a Sure BET," Page 11.)

### Start at the Top: Chamber and School Board Commitment

Long term school-business partnerships start with the commitment of your local chamber board of directors. Their dedication to the idea and appointment of a strong committee builds the foundation for lasting partnerships.

As soon as the chamber education committee has been appointed and has completed plans for the first year, it is time to capture the imagination and enthusiasm of your community. Try staging an "event" for the media, parents, and the community at large to highlight the chamber board and school district board commitments to making partnerships a top priority (see Appendices 2 and 3 for sample board resolutions).

- Before adopting a business-school partnership resolution, the chamber board will need to see a list of types of programs (see Figure 6, page 25 and Appendix 7, page 57) or the committee goals, and should be given an overview of how businesses benefit from partnerships (see Appendix 1, page 44 ).
- The education board should be approached by a member of the chamber education committee who can describe the planned partnerships and present a request for the board's endorsement.

*FRESNO COUNTY AND CITY CHAMBER OF COMMERCE*
*(City population: 207,300; County: 490,800)*

*Three new businesses joined the Fresno Chamber after their partnership kickoff activities. The education committee planned a press conference and "partners mixer" to highlight the signing of chamber and school district board resolutions supporting partnerships. Thirty-three businesses that had expressed interest in partnerships after receiving flyers describing the program were invited to the mixer, as were teachers and chamber members. The committee followed these activities with a morning cable television presentation discussing partnerships. The program was aired at local high schools, and the invited audience consisted of the interested businesses and teachers. The television panel answered phone-in questions about how the partnerships would work.*

Lay the Foundation: Build a Working Education Committee

A good education committee, like any committee, requires strong leadership and dedicated volunteers. At least half of the education committee members should represent business. A committee top-heavy with educators will lack the business perspective and business contacts to solicit volunteers.

SOME HINTS:
- The chamber board president should appoint a business person (active or retired) to chair the committee. A business representative will have better access than a school representative to the chamber board and business community.
- The chairperson must be dynamic and understand the time commitments of directing the education efforts of the chamber.
- Chamber ambassadors, chamber mixers, and chamber newsletter articles and brochures should continue to highlight education and encourage new members to join the committee.
- Invite members who represent: 1) business (50%); 2) community service groups; 3) school administration; and 4) other business-education organizations or groups.
- Be certain members understand the roles and responsibilities of education committee members. For example, use a handout such as Figure 2 (Membership Guidelines, page 12).

Assessment: Know What IS So You Can Plan What Needs To Be...

Before the first education committee meetings the chamber staff member and chairperson should meet with education leaders, service club leaders, and government project directors (such as the PIC - Private Industry Council) to get an idea of: What business-education programs are already offered? Which schools receive the services? Which students (either by school or age level) have the greatest needs?

Equipped with such information, your first committee meeting can be much more productive and can end with both one-year and long-term goals.

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*PETALUMA CHAMBER OF COMMERCE (Population: 33,750)*

*The Petaluma Chamber developed an "idea exchange" to help business and school representatives determine: 1) what students respond to in career readiness information, and 2) what kinds of projects they would participate in. The chamber polled key people for their ideas, then brought the people together for a dinner and an "idea exchange," which was moderated so the meeting would end with project plans.*

## Planning for Short and Long Term Goals

Before setting first-year (short-term) goals, be sure you have the volunteer capacity within the chamber to meet the program objectives.

Plan long term goals that expand the successes developed in the first year so your programs build toward improved student academic achievement, teacher preparation, and job skills.

Also, when planning a partnership program, be sure you think in terms of a whole year rather than one event; the chamber's commitment to business-education partnerships should be visible to the community throughout the year.

Think of:

- -business education partner mixers
- -press releases
- -speakers' bureaus to precede career faires
- -breakfast or luncheon partner events to pair either teachers or students with business representatives
- -Chamber news articles to highlight opportunities for business representatives to act as mentors or tutors for special student projects.

BE CREATIVE! Your community has unique needs; your chamber has unique resources to meet them (see Figure 3: A Partnership Calendar, page 13).

*RANCHO CUCAMONGA CHAMBER OF COMMERCE (Population: 52,900)*

*Thanks to a rapidly growing community, the Rancho Cucamonga Chamber Education Committee attracted a large, dedicated membership of business, school, community organizations, and community college representatives. The committee assessed community needs and set five priorities. In the first year, they planned to address four of the priorities, and assigned people to subcommittees on: 1) business involvement with vocational education; 2)business partnerships with education; 3) science fair mentors; and 4) a speaker's bureau. The fifth subcommittee will begin work in their first year, but is developing strategies to address the long term goal of the committee: capital outlay - school facilities. The education committee will meet three or four times during the year to monitor the progress of the subcommittees.*



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## Talking to the Schools: The Role of the Key Contact

Teachers are probably the most critical link in establishing successful partnerships, so the education committee must take special care to ensure that direct and continuing communication is established between the chamber members and the teachers and school administrators.

"Key contact" people are chamber members who take responsibility for maintaining partnerships with a specific school, department, or teacher. Their personal touch keeps partnerships alive and vital, avoiding the slow fizzle experienced by so many non-mandated, non-funded programs. The purpose of partnerships is to infuse the expertise of the business community into the schools; key contact people keep the lines open for new dialogues, new partnerships and new ideas (see Figure 4, page 14).

> *NEWARK CHAMBER OF COMMERCE (Population: 31,000)*
>
> *After outlining the partnership program for 1984-85, the Newark Chamber Education Committee assigned key contact people to secure partnerships in each of the following subjects: science, math, career explorations, curriculum development, English and physical education. Equipped with lists from the teachers of these subjects, the key contacts have arranged partnerships with nine companies.*

## Getting Commitments from Business Partners

A clear list of what the schools need will help greatly in finding appropriate business partners.

From the directory of chamber members, make a list of potential businesses or business people who have expertise or interest in the requested subjects. A form such as that provided in Figure 5 (page 15) can be helpful in assessing the resources and interests of a potential business partner.

The following suggestions on steps to secure business commitment to the program can serve as a guide, which might be modified to meet the local business resources.

1. Make an appointment to discuss the program with the highest ranking official in the company, such as the chief executive officer, manager, or small business owner/manager. It is important that the individual contacted by the chamber representative is in a position to speak for the company.

2. Provide a short written summary of the partnership activity and the level of commitment asked of the company.
3. Be certain the company or firm representative is aware of the following:
   a. School-business partnership program can have a significant impact on student performance.
   b. School-business partnership programs can have an impact on the academic preparation of the future work force.
   c. Employees often appreciate the opportunity to represent their



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company at the school and share with students. As a result, the employees have additional commitment to the employer who provides them the interesting opportunity to be part of the program.

4. The goal should be to obtain a commitment from the firm before the end of the meeting. However, some individual company representatives may require additional time. Before leaving the meeting, establish an approximate date when you will call by phone or in person to further discuss the program.
5. Provide any additional information requested as soon as possible.
6. Inform the business representative that classroom teachers and administrators will meet with the program participants prior to the actual class activities for a planning session.
7. Follow up with a thank you letter outlining the specific program and role in which the business has agreed to serve.

## Keep the Budget In the Black!

Veterans of chamber education committee programs caution that events do cost money, and a budget should be developed and followed. Although volunteer time is the major expense for a vast majority of education committee activities, some committees have sponsored events that ended in red ink.

Use of the Partnership Calendar (Figure 3, page 13) will help your committee be aware of costly events far enough in advance to devise fundraising strategies.

The main things to remember are to **list the cost items** (food, facilities, awards, etc.) and then **obtain commitments** from business partners and the schools or districts for each item.

*WALNUT CREEK CHAMBER OF COMMERCE (Population: 54,600)*

*To finance student scholarships, the chamber education committee will ask businesses to sponsor one student at $10 each for a breakfast or luncheon following the Business - Exchange Day. The money raised through the sponsorships goes directly into the scholarship fund since the costs of the meal are paid by donations from company cafeterias or local markets.*

*[illegible]IA CHAMBER OF COMMERCE (Population: 47,750)*

*The Teacher's Breakfast held by the chamber for teachers each year made $300 last year due to the sponsorship of teachers by business partners. The money raised through the breakfast is used for education committee programs.*



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## Kickoff Ideas

After all the plans are laid and partners identified, try planning an exciting "kickoff" to let parents, the community and other businesses know about the chamber's partnership with the schools.

**EL MONTE-SOUTH EL MONTE CHAMBER OF COMMERCE** (Population: 68,400)

Two major events were used to kick off the El Monte-South El Monte Chamber Partnership Program. First, the chamber and the school district hosted a breakfast at a local high school. Business members, school board representatives, teachers and administrators were invited to attend the event, which included breakfast (served by student volunteers), a slide show about partnerships, speakers from the chamber and the school board, and a "table talk" time for school and business representatives to discuss partnership concerns at their tables. A short wrap up gave each table time to review its discussion.

The second event was a brainstorming session between the business members of the chamber's Education Task Force and the teachers who had volunteered to be part of the partnership program. Both the business members and teachers were enthusiastic about the meeting. Teachers listed ways business could enrich their curriculum, and business members discussed their goals for the partnerships. Everyone felt important understandings were reached, and program plans establishe

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FIGURE 1

## STEPS LEADING TO A SURE BET
## (Business & Education Together)

1. Obtain chamber board commitment to partnerships.

   -Board adopts a resolution supporting education and business partnerships.
   -Board establishes an education committee.

2. Appoint an education chairperson.

   -Person should represent business so committee has close relationship to chamber members and is not seen as school district committee.

3. Appoint committee members.

   -Committee should have at least 50% business representation.
   -Committee should include school administrators and community representatives

4. Invite the superintendent of schools to meet with committee and help in assessing school needs.

5. Discuss needs in relation to community and business priorities for education.

   -If a partnership program already exists, assess its effectiveness and opportunities for expansion to meet identified needs.

6. Plan a program to meet the education needs and priorities (short term - this year; long term - next year and beyond).

7. Obtain school board commitment to partnerships.

   -Board adopts a resolution supporting business partnerships with schools.

8. Appoint committee members to be "key contacts" (liaisons) to meet with specific schools or departments and develop a list of program requests.

9. Key contact people find businesses to meet program needs.

10. Identified business representatives meet with specific teachers to plan how the program can fit the curriculum.

11. Key contact person gets teacher, business and student evaluations of programs. Acts as liaison to solve any problems that arise.

12. Key contact makes report on program to education committee.

13. Committee publicizes partnerships in media.

14. Committee provides certificates/recognition to partners (i.e., mixers, awards ceremonies).

15. Assess program; plan implementation of second year goals.

FIGURE 2

## CHAMBER OF COMMERCE EDUCATION COMMITTEE
### Membership Guidelines

COMMITTEE ROLE:

-Develop local chamber leadership in promoting, coordinating, and maintaining business-education partnerships which improve student achievement and career readiness.

COMMITTEE GOALS:

-To strengthen education of our youth.
-To provide youth with positive images of business and careers.
-To promote local chamber's leadership and interest in improving and strengthening education of our youth.

MEMBER'S ROLES:

1. Act as "key contact" for one school (or one department) partnership project: a) meet with school/department staff - develop list of specific requests; b) contact chamber member business which has expressed interest in the program and could fill the request; c) **every month call** all business partners, school principal, and teacher(s). Obtain verbal analysis of successes and problems. Report/make recommendations to committee on status of project and any action needed. **Approximately a 4-hour commitment per month.**

2. Expand project. **Make at least two business contacts per month** to solicit new school partners whose resources would match specific school requests. Report to committee on businesses contacted (to maintain files). Contact school liaison to arrange contract for interested business partners. **Approximately a 4-hour commitment per month.**

3. Provide guidance and assistance in developing public relations vehicles to highlight local chamber and business role and interest in education for our youth.

---

COMMITMENT TO PARTICIPATE

---

_____Count me in! I (my company) recognize the importance of business support for our schools, and want to participate in the Chamber's education partnership effort:

_____as member of the education committee. I agree to commit at least one year to serving on the committee.

_____as an adoptor of a school or school project.

Name_____Title_____

Representing (company)_____

Address_____Phone_____

FIGURE 3

A PARTNERSHIP CALENDAR
PLANNING - EVALUATION - PUBLICITY

Education Committee Chair _____ Phone _____

COMMITTEE ONE-YEAR GOALS

| Programs | Subcommittee Chair | Implementation Date | Estimated Costs | Evaluation Date | Publicity Strategies | Estimated Costs | Publicity Dates |
|---|---|---|---|---|---|---|---|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |

COMMITTEE LONG-RANGE GOALS

| Programs | Subcommittee Chair | Implementation Date | Estimated Costs | Evaluation Date | Publicity Strategies | Estimated Costs | Publicity Dates |
|---|---|---|---|---|---|---|---|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |

GUIDELINES FOR "KEY CONTACT" PERSONS

ROLE DESCRIPTION

A "key contact" person is a member of the local chamber education committee who acts as a liaison between a school or school department and chamber businesses who agree to be "partners" with the schools.

RESPONSIBILITIES

1. Arrange for meeting with principal and faculty members who are interested in developing partnerships with businesses.

2. Develop a list of school requests (use a chart format such as the following:)

HOOL: _____ DEPARTMENT: _____ KEY CONTACT: _____ MONTH: _____

| acher | Class Subject/Partnership Program Request | Tentative Dates for Program(s) | Business Volunteer | Date Confirmed |
|---|---|---|---|---|
| | | | | |

3. Using the chamber roster OR A LIST OF POTENTIAL BUSINESS PARTNERS developed by the education committee, contact appropriate businesses and request their participation in a specific program THAT MATCHES THEIR RESOURCES AND EXPERTISE WITH THE SCHOOL REQUEST (for example, a gas company geologist to work with a physical sciences class or a journalist to work with an English class).

4. Ask the business person to meet with the specific teacher and make arrangements for the program.

5. Follow up with calls to the teacher and business representative to evaluate successes and needs for program adjustments.

6. Provide the education committee with names of businesses and teachers to ensure recognition for programs.

FIGURE 5

## BUSINESS PARTNERS CHECKLIST

Thank you for your interest in joining our Chamber of Commerce Business-Education Partnership Team. Your participation will help our community prepare young people for responsible roles in the future.

Partners For Education show the relevance of school classes to students by making subjects come alive with real life application and providing examples of how the lessons prepare students for later careers.

Please take a few moments to indicate how your company can enhance the education and career readiness of our students.

Our business _____

Major career fields _____

_____

Address _____ Contact persons _____

_____ Phone _____

We can help in the following ways:

### FOR STUDENTS

_____ Provide classroom speakers.
_____ Provide tutors for groups of 1 to 10 students to work on class assignments.
_____ Host tours in our workplace.
_____ Provide times for students to "shadow" an employee for a day.
_____ Provide student internships.
_____ Provide student "mentors" for special projects (science fair, business research, etc.).
_____ Provide summer employment or internships.
_____ Provide career readiness counseling (resumé critiques, mock interviews).

### FOR TEACHERS

_____ Provide curriculum consultants in _____ (specify subject).

_____ Assist in review of equipment and instructional materials.

____time management; ____organizational techniques;

____ other _____

_____ Provide summer internships/employment in curriculum related fields:

_____ (specify subject areas).

_____ Provide surplus equipment (specify) _____

Please call if you have any questions. Our Chamber Education Committee

Key Contact is: _____ Phone _____

## CHAPTER THREE

## PARTNERSHIP PROGRAM IDEAS

### Overview

There are probably as many partnership programs possible as there are companies in California. The excitement about partnerships stems from their flexibility and ability to meet unique community needs.

Despite the tremendous variety of partnerships, there are several partnership frameworks that are used time and again. In each case, the role of the chamber key contact person is critical in matching the businesses to the teacher's requests (see Figure 6: "Types of Partnerships," page 25).

### Speakers' Bureaus

The strength of speakers' bureaus lies in the fact they allow many students to hear from and meet business representatives, but do not require tremendous time commitments from small business owners. (Approximately 90 percent of the members of most chambers are small businesses.) Using the speakers' bureau format outlined in Figure 7 (page 26), business representatives can commit to making as many lectures, presentations, or demonstrations as their time allows and as fits with the request of the teacher. A small business owner may have time only to present a one-hour class on entrepeneurial skills, whereas a large company could commit interested employees to one class session per month or per week. The goal is to present as many students as possible with the expertise and motivational influence of people in business. (See Figure 8: "Guidelines for Lecturers," page 28 and Figure 9: "Guidelines for Teachers," page 30.)

*SACRAMENTO METROPOLITAN CHAMBER OF COMMERCE*
*(City population: 274,400; County: 770,200)*

*Through the Sacramento Metropolitan Chamber's adopt-a-school Program, the California Chamber adopted C. K. McClatchy High School. With coaching from California Chamber lobbyists, government classes have staged mock legislative hearings. Students learn through role-playing how legislators, lobbyists, political interest groups and citizens interact to produce laws affecting everyone. Two government classes organized mini-campaigns centered on state ballot initiatives. Students formed teams for and against an initiative, assigning team members to present the issue at a mock press conference and develop a 30 second commercial. The lectures and role-playing situations are coordinated with the existing curriculum. In addition, the California Chamber staff provides materials that classes can use for follow-up lessons and tests. An additional 20 companies have "adopted" classes and provide speakers and tutors in five high schools through the adopt-a-school program.*

## Tours

Students are fascinated by having their classroom opened into the community. Chances to see people at work on sophisticated machines or dealing with the public help students understand more about the working world and about how the subject they are studying applies to that world.

*SANGER DISTRICT CHAMBER OF COMMERCE (Population: 11,750)*

*The Sanger District Chamber Education Committee presented plans for a career guidance program to the local school board of trustees. The guidance program is a half-day event that places students in a business representing their chosen career fields (students are screened by school guidance counselors before the event). The program is presented to all juniors. The chamber role is to identify businesses to participate in the program based on the interest list provided by the career counselors.*

## Tutors and Mentors

Many partnership programs develop direct relationships between a business person and a student or teacher. The business mentors and tutors give either the teacher or student an in-depth experience in hearing about business and in understanding the commitment of business to the schools. Tutors can be arranged after key contact people hear of a request for direct assistance with students (see Figure 10: "Tutor Guidelines," page 31). Mentors can perform a special role in helping students with projects (see Figure 11: "Science Fair Mentors," page 33).



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## Loaned Executives/Advisors

Some partnership programs focus on business assistance to teachers and administrators. Loaned executives can teach units for a given subject (such as bio-engineering in a biology class). Their expertise not only assists the students, it also gives the teacher up-to-date information about the field. Loaned executives can also assist in reviewing personnel procedures, accounting practices, or many of the other administrative functions of a school. Advisors can assist in reviewing curriculum or in designing a program for classes such as vocational education or business.

**GARDENA CHAMBER OF COMMERCE (Population: 44,650)**

*The first major activity of the Gardena Chamber was developing a network of banking executives who agreed to the education committee's plans to assist the Regional Occupational Program (ROP) in presenting two Saturday seminars, each covering 200 semester hours of work: 1) the bank teller training class, and 2) the credit counselor training class. The school district board developed and approved the curriculum for the classes, but the value of the class comes from the personal experiences of the business teachers who can also serve as role-models for the students. An added value of the local chamber's involvement in the program comes from the provision of member bank facilities for the classes. In the past, ROP students often were bussed long distances to attend similar classes.*

## Career Shadowing/Interns

Partnerships that give students in-depth experiences in the workplace assist business as much as they do the students. The training received by the student is invaluable in preparing future workers. Many businesses eventually hire the students who have shadowed their employees (to learn everyday responsibilities and skills) or served as interns. Many vocational programs in schools would benefit from chamber coordination of career shadowing experiences.

## Teacher Inservice Training and Curriculum Review

Business Education Exchange Days for teachers are an excellent vehicle for increasing the motivation and knowledge of local teachers. Districts can make use of inservice planning days and arrange for teachers to "shadow" businesses in their field. The day in the workplace allows teachers to see up-to-date applications of their subject matter, and often leads to other chamber sponsored partnerships such as task forces of business people being invited to review the curriculum of a department in a high school.



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***HUNTINGTON BEACH CHAMBER OF COMMERCE*** **(Population: 172,200)**

*Each year the Huntington Beach Chamber of Commerce hosts a "Business-Education Encounter" for the staff at one high school. The program is designed as a half-day meeting between teachers and business representatives and is funded in part by district staff development funds, with the luncheon and speakers being provided by business. For three hours, teachers are paired with business representatives (based on their subject) and tour the business facility. All participants return for lunch and to hear the speaker, and are given time to discuss what they learned. The rewards from the program have been the increased cooperation and trust among educators and business people and improved teacher morale. For instance, after their Business-Education Encounter, one school staff invited business representatives to form a task force to review their curricula for business and industrial arts. The Business-Education Advisory Committee formed as a result of the request brought business representatives into the classes to review the curriculum and teacher materials and to make recommendations. The chamber education committee is working with district staff to find ways to meet similar needs for all the high schools.*

Adopt-A-School

All of the possible types of program ideas can be incorporated under the heading of "adopt-a-school." School adoptions have become very popular due to the tremendous success of programs such as that in Los Angeles. Adoptions link one or more companies with a school and, in the case of the chamber-sponsored adoptions, businesses are asked to assist in academic and vocational preparation. Chambers should be aware that small businesses often are intimidated by the term "adoption." As a result, all literature about such programs should stress that adoptions can be for a class, a program, a teacher - in short, the scope of the relationship is open and businesses can commit as many resources as they are comfortable in doing.

DON'T FORGET: All levels of company employees can help students by talking about career readiness skills and how their subject is used in business. Consider inviting secretaries, foremen, managers, and others to present ideas to the students. It is also important to remember the opportunities for enrichment that are available during summer school. (Example: summer internships for students and teachers).

Science and Math Partnerships

Students who excel in math and science will be invaluable in helping the United States keep its technological edge in the future. Business partnerships in math and science help prepare future workers and upgrade the skills and information of the teachers. (As mentioned in Appendix 1, page 44, 84 percent of the math and science teachers in the Pacific states are academically unprepared to teach those subjects).



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Chambers that implement partnership programs in math and science should remind business partners that:

1. Language should be easily understood by students.
2. Whenever possible, one should use experiments, equipment demonstrations, and class problems and questions to involve the students and excite them about the subject.

> ***IDEA: MATH/SCIENCE CONFERENCE***
>
> ***Chamber education committee and school district jointly plan a Math/Science Conference to coincide with the district's science fair.***
>
> ***-Students submit projects - awards to the best entries.***
> ***-Workshops presented by business on science/math careers (positions requiring math/science background: include blue collar to college graduate range of possibilities).***
> ***-Equipment demonstrations (computers, telecommunications, etc.).***
> ***-Career counseling drop-in centers (business professionals available to discuss their field).***

Computer Projects

Computers will become an integral part of our "information society," and business volunteers can help students become comfortable and competent in using computers for all aspects of the workplace and the home.

Partnerships may enhance the following areas of computer education:

1. Operation of computer systems:
   -Students can benefit from business expertise on computer applications and operation in fields such as banking, manufacturing or merchandising.
   -Business speakers and tours of the workplace can provide career awareness for students at all grade levels.
2. Computer-assisted learning:
   -Basic skills (reading, math, spelling, writing) can be greatly enhanced by this application of computers. Businesses may allow release time for employees to act as computer tutors in elementary and high schools.
3. Computer applications:
   -This is an excellent area for business people to involve students in the workplace or classroom. Experiences in word processing, electronic spreadsheets, data-base management and programming can be provided by business volunteers.
4. Problem solving with computers:
   -Lawyers, managers, accountants or writers who use computers in their profession can demonstrate how computers are used in their field to enhance thinking skills and problem solving.
5. Computer science:
   -Students who are interested in more technical fields will benefit from working with engineers, programmers or repair technicians who can tell them about the inner workings of computers.



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6. Curriculum development:
   -One of the most important aspects of a computer partnership is the dialogue between employers and teachers about the specific skills and applications of computers needed in the workplace. These guidelines need to be conveyed to administrators and teachers who are responsible for curriculum. The fact that computers will be pervasive throughout the entire society makes this type of partnership a top priority.

Writing/Communications Partnerships

Many surveys of employers indicate that writing and speaking are among the most important skills needed in employees. Chambers can encourage the attainment of these skills by students through exciting partnerships that stress writing in a variety of subjects.

For example, chambers can encourage local newspapers to adopt English and journalism classes, or can form a communications speakers' bureau. Both formats will bring writers, speakers, public relations representatives, and other communicators into the classroom to assist with homework assignments, give career insights about the need for writing and speaking skills, and provide students with opportunities to role-play or see examples of communications skills in the working world. For example, through a speakers' bureau, students in one class were given the opportunity to hear a federal investigator. Instead of telling tales of spies and intrigue, he told the students that he wrote reports every day, and therefore could not do his job without writing skills.

*SACRAMENTO: JOURNALIST ADVISORS FOR HIGH SCHOOL NEWSPAPERS*
*(City population: 274,400)*

*Through the Sacramento Metropolitan Chamber's adopt-a-school program, newspapers were asked to adopt journalism classes. Newspaper editors and reporters work with the high school journalism classes in producing a monthly school paper. In other classes, editors and reporters serve as tutors and lecturers to supplement the class assignments.*

Free Enterprise/Economic Education Partnerships

Many of the types of partnerships explained above can be woven into a chamber of commerce Free Enterprise or Economic Education Partnership Program. All speakers, adoptors, tutors, and curriculum projects can focus on teaching principles of the free enterprise system so students can understand how America and American business operates. When the school district administrators and teachers agree to such a program, the chamber can then ask for business volunteers in all subject areas to discuss free enterprise as it relates to that subject (i.e., careers, businesses, job skills). In all cases, the chamber members who participate should be encouraged to present the students with real life problems, role-playing, and examples to bring the subject to life. For example, business people may act as mentors in training students for future entrepreneurial endeavors such as developing and marketing a product (see Appendix 9 for other free enterprise programs).



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**REDLANDS CHAMBER OF COMMERCE** (Population: 40,250)

For four years the Redlands Chamber Education Committee has provided both a business-education day and economic education materials for the junior and senior high school students. The committee is starting a "Mini-Society" to present economic education to grades K-3. Cooperating in the program is the California State University, San Bernardino, which has helped with teacher training for the economic education materials.

## Career Readiness Skills Training

A survey of 4,080 large and small employers conducted by the Center for Organization of Schools at Johns Hopkins University found that employers have designated the following (ranked in order) as the most important factors in determining whether to offer a job to a high school graduate:

1. Dependability
2. Attitude toward work
3. Ability to get along well with others
4. Ability to read material at the level a daily newspaper is written and to perform basic arithmetic.

Personnel managers, training directors, and other business people who understand the reality of personnel qualifications in the workforce can play a dynamic role in making students aware of the importance of those skills. Giving presentations to students, conducting mock interviews, or developing creative methods to highlight the skills mentioned above would be extremely beneficial to both students and employers. Although teachers and parents constantly strive to develop these skills, a person from the business community will make the most impressive impact on students. It is important to note that career readiness skills can be presented by business representatives in all subjects: business, science and math, English, and vocational education.

**MADERA CHAMBER OF COMMERCE** (Population: 20,750)

One of the programs developed by the Madera Chamber Education Committee was a Hiring Workshop. Junior and senior high school students spent two class periods learning how to fill out an application blank, what to do during an interview, what their responsibilities to an employer would be, how to succeed in a job, and various other aspects of getting and maintaining jobs. Four teams of two business/industry people presented the workshops, which were developed at the teacher's request.



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**HAYWARD CHAMBER OF COMMERCE** (Population: 95,100)

As part of their close working relationship with the Hayward Unified School District, the Hayward Chamber Education Committee conducted a survey of member businesses to determine entry level job skills required by employers in the Hayward area. The survey was included in the chamber newsletter, and responses were given to the school district for compilation and use by instructors and counselors. The survey results listed job skills and job attitudes required for two categories: 1) clerical and other office work, and 2) manual or production work.

## The California Roundtable Catalog

The California Business Roundtable Catalog of Business and Community Programs in Support of Local Education gives program outlines for more than 600 partnerships such as the ones discussed above. Appendix 7 lists the program types and subjects and refers to Roundtable Catalog sections if the reader is interested in contacting someone who has implemented a specific type of program.

One final suggestion to chamber education committees: when planning a program such as a speakers' bureau or tutoring project, don't forget your members who are retired. They often have invaluable insights, a sincere interest in children, and a willingness to share their free time.

## The Bottom Line: Partnerships Go Both Ways

Students learn valuable lessons from providing service to community organizations and businesses. When students are partners to business, they learn a great deal about citizenship, responsibility, and maturity and about the business and careers associated with it.

When a school is adopted by a business or has the assistance of business volunteers, the chamber education committee should work with the school to plan a reciprocal partnership for business.

1. Offer the services of the student art class for business posters or other printed material.
2. Offer the use of school facilities for company training events or employee awards ceremonies.
3. Offer student assistants to help with a large mailing or other rush project.
4. Offer a student theater group for employee entertainment.

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*SANTA ROSA CHAMBER OF COMMERCE (Population: 78,300)*

*The two-way exchanges between teachers and business representatives in Santa Rosa help the message of free enterprise to be integrated into the curriculum and at the same time provide teachers with experience in business. Each year 25 teachers participate in the business education exchange and are placed in local businesses. At the end of their experience they are required to develop a curriculum unit which presents the business to students. In return the businesses duplicate all 25 lesson plans and provide each teacher with a complete set for use in their classrooms.*

Many exciting opportunities exist for student "adoptions" of a company. Publicize the need for innovative suggestions to teachers through district newsletters or meetings between the key contact and school faculty, and see what creative options emerge! When they happen, make sure the student efforts are publicized.

*CHICO CHAMBER OF COMMERCE (Population: 26,950)*

*To highlight public schools and increase communication between business and teachers, the Chico Chamber participated in a half day tour of schools and luncheon on Public Education Day. Business people were escorted through the schools by student guides, and stayed in classes for approximately 20 minutes. The superintendent of schools spoke at the luncheon, which was held in a school cafeteria. Participants gave favorable reviews of the event and plans are underway for repeating it in coming years.*

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FIGURE 6

TYPES OF PARTNERSHIPS

| | | For Students | | | | | | | For Teachers | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Career Specialties | School Department | Speakers in Class | Tutors for Assignments | Mentors for Projects | "Shadowing" Employers | Tours of Workplace | Internships SY - School Year S - Summer | Employment Counseling (Mock Interview) | Curriculum Consulting | Organizational Training | Equipment/ Materials Review | Internships | Other |
| Biologists, Health Professionals, Botanists, Chemists, Engineers, Aerospace Professionals | Science | | | ex: Science Fair Projects | | | | | | | | ex: Summer work for Award Winners | |
| Computer Sciences, Engineers, Accountants, Architects | Math | | | | | ex: All corres. is computerized billing firm | | | | | | | |
| Bankers, Sales, Marketing, Managers, Clerks, Financial Planners, Accountants, Retailers | Business | | | ex: Business Research Projects | | | | | ex: Review relevancy to current work skills | | ex: Teaching skills for modern equipment | | |
| Writers, Personnel Managers, Reporters, Consultants, Advertising Specialists | English/ Journalism | ex: Resumes, Mock Interviews | | | ex: One Day "Business Experience" Day | | | | | ex: Time Management, Organizational techniques | | | |
| Travel Agents, Interpreters, Foreign Service Representatives, International Trade Agents | Foreign Language | | ex: learning language through travel brochures | | | | | | | | | | |
| Lawyers, Lobbyists, Public Officials, Bankers, Stock Market Representatives | Government Economics | ex: Mock lobbying/ legislative hearing or bill | | | | | | | | | | | |
| Photographers, Artists, Designers, Television and Radio Technicians | Graphic Arts | | | | | | ex: ESP students in television station | | | | | | |
| Carpenters, Mechanics, Draftsmen, Contractors, Electricians | Industrial Arts | | | | | | | | | | | | |
| Financial Planners, Nutritionists, Cooks, Interior Designers, Clothing Designers, Retailers | Home Economics | | | | | | | | | | | | |

Adapted from the St. Louis Park, Minnesota, Business-Education Partnership Survey (1982)

FIGURE 7

## SPEAKERS' BUREAU GUIDELINES

### WHAT IS A CHAMBER SPEAKERS' BUREAU?

It is a series of career-oriented lectures for high school students coordinated by a local chamber education committee. The speakers' programs will be tied to the regular academic curriculum and will be designed to:

1. Emphasize ways in which the academic subject (for example, English) directly relates to skills needed in the business world.

2. Provide students with suggestions about careers that make use of the subject (for example, careers that apply algebra skills).

3. Provide students with a motivational look at "what it takes" to find and keep a job, and the types of responsibilities and skills that are needed to advance in the world of work (drawing from the speaker's personal experiences, examples from famous lives, or examples of local community people).

### WHEN SHOULD IT OCCUR?

Speakers' bureaus can be designed to take place throughout the school year. The chamber education committee can keep a calendar of school requests and be responsible for finding appropriate speakers.

### HOW IS IT COORDINATED?

1. Chamber education committee "key contact" representatives meet with high school principals and department chairs and develop a list of needed speakers and topics. The lists can be compiled into one year-long chart by month (see below).

SCHOOL: _____ DEPARTMENT: _____ KEY CONTACT: _____ MONTH: _____

| Teacher | Class Subject/Partnership Program Request | Tentative Dates For Program(s) | Business Volunteer | Date Confirmed |
|---|---|---|---|---|
| | | | | |

2. A subcommittee (or key contact) is appointed to contact local businesses and identify volunteers for specific programs. Or -- the chamber newsletter lists the school requests in a prominent article about the speakers' bureau, and solicits volunteers. Chamber staff or committee volunteers take the calls resulting from the article and complete the chart.

3. Each key contact should "monitor" one school and the speakers' programs. For instance:
   - -Contact public relations representatives at school district and chamber to arrange for media coverage of exciting partnership presentations.
   - -At the end of the year (or the program) distribute and collect evaluations.
   - -Report to committee on successes or needs for improvement.

4. Hold a mixer or awards ceremony to honor speakers and teachers (and to continue the dialogues between educators and business representatives).

5. Conduct a press campaign to highlight the chamber speakers' bureau to recognize the teachers and businesses who participated and to point out the reasons for business partnerships with the schools.

FIGURE 8

## GUIDELINES FOR LECTURERS

As a business speaker for your chamber of commerce's school-business partnership program, the following guidelines may assist you in developing and presenting your lecture.

### WHAT IS THE PROGRAM?

Local chamber of commerce education committee coordination of career-oriented lectures for high school students. The speakers' programs will be tied to the regular academic curriculum, but will be designed to:

1. Emphasize ways in which the academic subject (for example, English) directly relates to skills needed in the business world.

2. Provide students with suggestions about careers that make use of the subject matter (for example, careers that apply algebra skills).

3. Provide students with a motivational look at "what it takes" to find and keep a job, and the types of responsibilities and skills that are needed to advance in the world of work (using personal anecdotes, examples from famous lives, or local community people as examples).

### HOW DOES IT WORK?

1. The chamber education committee "key contact person" (a member of the committee who acts as liaison between a school and the business community) will contact you about a specific school request.

   For example:
   - The high school English class needs someone to lecture on how language skills apply in business.
   - The physical sciences class needs motivational speakers to talk about science fields, the careers inherent in each, and the education requirements for entering the careers.

2. After you chose a specific teacher's request based on its match with your expertise, arrange time to meet with the teacher to discuss:

   a. what the class is studying at the time of your lecture;
   b. how your lecture can tie in to class assignments;
   c. how the teacher can reinforce your lecture with reading assignments, projects, etc. (both before and after your presentation).

3. Set a time for the presentation.

4. Arrive at the school early enough to check in at the office, receive a guest pass, and get directions to the classroom.

5. If you need special seating arrangements or audio-visual equipment, be sure to call the school one day before the lecture to ensure that your requests can be filled.

LECTURE TIPS

1. Don't lecture for longer than 10-20 minutes without asking a question, demonstrating a point with equipment, showing a film, or otherwise involving the students.

2. Provide the students and teacher with a one or two page outline of your presentation. The class can use it for review and the teacher can use it to develop test questions.

3. Try to involve the students in the presentation by asking pointed questions, using examples relevant to students, and challenging their imaginations.

4. If at all possible, use students to model concepts.

   For example:
   -In teaching communication skills to an English class, hold a mock interview or have them critique a letter of application (provide them with copies or use an overhead projector).
   -In teaching business applications of math, have the students role-play setting up a small business and dealing with permits, setting up accounting procedures, determining product costs, etc.

5. In all presentations, stress:
   a. career opportunities that are possible in the field;
   b. how the course they are taking is valuable career preparation;
   c. business attitudes and skills they **must** acquire if they wish to succeed in the work world.

6. **Have fun!** If you enjoy the subject and the students, they will be more excited about the presentation and more open to your suggestions.

FIGURE 9

## GUIDELINES FOR TEACHERS

Business partnerships with education are designed to help you assist students in realizing their full potential. Here is what you can do to help make your partnership successful.

1. Be sure to attend the planning meetings; business representatives want to tailor their contributions to your curriculum.

2. Before the presentation, assign readings or other homework that will prepare the students with interest and questions about the business presentation.

3. Partnerships go two ways; stay in the classroom at all times when the business representative is there and ensure that:
   - -high standards of discipline are maintained.
   - -class assignments and the participation of business are closely linked to enhance student learning and motivation.

4. Reinforce importance of partnership presentation by testing students on knowledge of content; have followup discussions and assignments.

5. Be sure to follow up with business representatives to thank them for their participation and to share student reactions to their assistance.

6. Always return phone calls as promptly as possible; communication breakdowns are hazardous to the health of partnerships.

7. Keep in close touch with the chamber education committee "key contact" person so he or she can report on the programs in chamber and city publications. (A key contact is a member of the chamber education committee who is responsible for maintaining liaison between your school and the business partners working with you.)

8. Hold an evaluation session with the students and share constructive suggestions with the chamber key contact to help improve future partnership programs.

FIGURE 10

## GUIDELINES FOR TUTORS

GOALS:

You, the tutor, can make a tremendous difference in a student's life. You can make school exciting; you can show a lonely or disillusioned student that someone cares; you can improve a student's academic skills. As a representative of the chamber's business-education partnership effort, you can help students by: 1) improving their readiness for career or higher education; 2) providing them with positive role models for work; and 3) improving communication between educators and the business community.

I. WORKING WITH THE TEACHER

A. Talk with the teacher about the GOALS AND OBJECTIVES of the partnership effort. (The chamber education "key contact" person will get you in touch with the teacher who needs your expertise.) SAMPLE GOALS: After six months of tutoring, students will score higher on math tests and homework assignments. Or -- after one semester of tutoring, students will be able to write a logical, persuasive essay using correct grammar and spelling.

B. Agree on the time frame and duration of the partnership (once a week, six times a year, etc.) and on the responsibilities and commitments of the students, the teacher and yourself.

II. WORKING WITH THE STUDENT

A. Be positive! Instead of saying, "No," or, "That's not right," use hints or clues and prompt the students to think further before advancing to the next problem. Then give positive indications that they are succeeding.

B. Use class and homework assignments as the basis of the tutoring sessions.

C. Always encourage the students to use thinking and problem-solving skills rather than feeding them the answers.

D. Whenever possible, use visual aids, tangible materials, or other aids to help the students understand the subject matter on a variety of levels rather than just rote memorization.

E. Take care to tailor your vocabulary to a level that is understandable to the student.

F. Always encourage the students to think of career or life situations in which they would apply the knowledge.

CLUES FOR BUILDING A SUCCESSFUL LEARNING SITUATION

-Use the student's name often.
-Discuss things of common interest.
-Use HONEST praise often; avoid repeating the same phrases.
-Start with successful experiences before moving the student to more difficult tasks.
-If you must miss an appointment, try to call or leave the student a message; be sure to leave the teacher a message.
-Sit next to the student; listen to what he or she has to say.

III. EVALUATION OF THE PARTNERSHIP

A. Encourage the student to show you progress reports or grades on tests and homework assignments so you can jointly evaluate progress and determine areas that need extra work.

B. On a regular basis, report to the chamber of commerce education committee or key contact person about suggestions for improving the process of establishing partnerships or for suggesting other partnership ventures (perhaps those suggested by the students in discussing what they need to enhance their career or higher education readiness).

C. Maintain contact with the teacher to ensure you are cooperatively working toward a better education for the students.

ENSURING SUCCESS

-Avoid doing product "advertising;" talk about business concepts.
-Don't criticize teachers or school; business partnerships are designed to encourage and support.
-Don't give up! Sometimes a student does not participate or respond to the tutor at first. Negative self image and negative feelings about school may take time to erase. Try building a rapport by talking about yourself and sharing information about why you are there before deciding a student is "hopeless." Your positive encouragement and interest may provide the hope that is missing!
-If there are problems, discuss them confidentially with the teacher or key contact person.

# # #

Adapted from:
Basic Techniques for Successful Tutoring
by Roberta Knight Bennison (Sacramento City Unified School District, 1978)

FIGURE 11

## SCIENCE FAIR GUIDELINES

WHAT?

Local chamber of commerce education committee sponsorship of Science Fair Mentors for high school students.

Mentors would agree to work with students who need assistance and guidance on science fair projects. For example, they might agree to talk with the student by phone whenever the student had specific questions, and to review the actual project once a month or every two weeks, depending on the complexity of the project and the sophistication of the student.

WHEN?

The science fairs occur in early spring each year. The announcement to teachers and students that help is available would have to be made in the fall so mentors could be identified in time to give direction and assistance to the student in formulating and conducting the science experiments.

HOW?

In September the chamber of commerce education committee can send an announcement to teachers at the high schools, requesting all students who want assistance to submit their project category (e.g., chemistry) to the chamber in time for the October newsletter deadline.

An article in the newsletter will list the number of students requesting assistance, the types of science fields chosen by the students for projects and will ask for chamber volunteers to become science fair mentors.

After the fair, the chamber newsletter will include an article highlighting the chamber mentors and the projects developed by the students.

## CHAPTER FOUR

## MAINTAINING THE EFFORT

### Overview

Chamber coordination of business partnerships involves a long-term commitment. Districts will be hesitant to work with chambers on later projects if they remember a partnership program that fizzled after a short while. It is critical to develop strategies for the long-term maintenance of the partnership program.

### Who Coordinates the Program

We have discussed the essential role played by the education committee key contact people. Without their direct liaison between the business partners, the school or department staff and the education committee, many small problems or oversights could occur and weaken the effect of the partnership effort.

The schools also have a responsibility for maintaining the partnerships. Larger districts can often assign responsibility for the partnership to the district public relations specialist, the curriculum specialist, or in very large districts, the partnership coordinator. This staff person should make sure information about the partnerships is fed to the district staff through the in-house newsletter, letters from the superintendent or school board and announcements of partnership events such as mixers, training events, or availability of department wide curriculum planning meetings with business representatives. The district staff person should maintain files about teachers, schools, and classrooms, as well as evaluations of the programs for future planning with the chamber. The files will also help in planning publicity and ceremonies recognizing program participants.

Chamber staff will be responsible for assisting the education committee chairperson in 1) maintaining the records kept by the key contact persons, 2) planning committee agendas for evaluation of partnerships, planning new programs, promoting partnerships, and recognizing partners through mixers and ceremonies, and 3) helping the key contact people maintain communication with the district partnership coordinator.

Chamber staff are often responsible for several committees, or in the case of small chambers, for all of the chamber activities. In such cases, it is very helpful to have a college intern coordinate the partnership program and serve as staff to the education committee. The student learns valuable skills in program management, communication, and coordination, and at the same time provides a valuable service in coordinating the partnership effort (see Figure 12: "Partnership Reporting Guide," page 38).

## Evaluating the Program Goals and Reporting the Results

At the end of each activity or partnership year, the education committee should collect evaluation forms from teachers, students, and business partners (see Figures 13, 14 and 15: "Evaluation Forms," pages 39, 40 and 41). Schedule a committee assessment meeting (highlight the key contact people), to determine what services were helpful, what needed improvement, which needs remain unmet, and what strategies should be implemented next (see Figure 16: "Program Evaluation Guide," page 42). A committee report to the chamber and school boards and school administration should be prepared. If appropriate, a news article summarizing the partnership successes and next year plans should be distributed for the information of the community.

NOTE: Consider sending copies of insightful evaluation forms to the teachers, business partners, or district staff when the evaluation shows the effect of partnerships upon the students.

## Publicizing the Effort

Publicity for the chamber partnership effort is crucial at the beginning, in the middle, and during the evaluation and planning stages for continuing years. Parents, community leaders, and non-chamber members and organizations benefit by hearing about the chamber of commerce's commitment to improving education. Some suggestions:

1. At the beginning:
   - -Brochures, press releases, and mixers to let business representatives know about the program and to ask for their involvement (see Appendices 4 and 5: "Samples," pages 48 through 52).
   - -Newsletter articles, news stories, and board reports to capture the interest of teachers, parents, and community organizations and to keep the new effort highly visible to chamber members.
   - -Kickoff events (see page 10) to capture the enthusiasm and excitement of the community, teachers, and chamber businesses.

> *POMONA CHAMBER OF COMMERCE (Population: 87,600)*
>
> *The Pomona Chamber Education Committee has been very successful in promoting the adopt-a-school partnership program, called Pomona Educational Partners (PEP). Beginning with a program brochure designed to interest business partners, the committee staged a publicity campaign that included newspaper articles about the business partners, a breakfast "kickoff" program which brought business representatives together with the teachers, and monthly articles about the partners in the chamber newsletter. The publicity has successfully led to the adoption of most of the schools in the district, and resulted in a list of interested business partners that exceed the number of schools.*



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2. To maintain momentum during the project:
   -Press releases and news articles about specific partnership programs (include interviews with business partners, teachers, and especially students).
   -Chamber and school district newsletter articles (each month highlight a new business partner, a new program, or committee plans and activities).
   -Cable television (education channel) programs interviewing partners and students or highlighting a partnership.
   -Chamber partnership mixers (invite teachers, school administrators, school board members, business partners, and the press).
   -Awards ceremonies - honor partners at school board meetings, chamber meetings, or special awards luncheons or mixers (see Appendix 6, page 56).

> *EL SEGUNDO CHAMBER OF COMMERCE* (Population: 15,100)
>
> ***To recognize employees who share their time in the adopt-a-class program, the El Segundo Chamber Education Committee presents certificates of appreciation for service to El Segundo. The committee encourages local businesses and organizations to schedule monthly activities with their adopted classes.***

3. To renew enthusiasm at the evaluation and new program planning stage:
   -Arrange for student interns and a local television station to produce a video tape on the partnership programs; make it available to service groups and news programs.
   -Write articles about the program results and new program ideas.

Keep New Volunteers Involved

The role of the key contacts is critical to keeping the education committee programs vital. However, volunteers will not stay as key contacts forever; company transfers, new responsibilities, and new priorities all contribute to the loss of volunteers. Recognizing that in advance, education committees can train new volunteers as "old" ones move on. In the beginning, ask all key contact persons to find and train successors when they realize they will soon end their committee membership. They should be responsible for:

1. Asking a new chamber member to take their place on the committee (give the new person a copy of the "Membership Guidelines," Figure 2, page 12, so they know the committee responsibilities).
2. Take their replacement to a meeting with "their" school or department.
3. Introduce their replacement to the business partner(s).
4. Show the replacement the evaluation forms, news stories, and any other information about the partnership(s) for which they will be responsible.

IDEA: Key contact members can be asked to keep notebooks on the programs they coordinate. The notebooks should include all press releases, evaluation forms, Partnership Reporting Guides, and Business Partner Checklists so the key contact successors know what has happened and what needs to happen.

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## HOW TO MAKE IT LAST (AVOIDING PITFALLS AND PROBLEMS)

**REMEMBER** The Partnerships are designed to attain **RESULTS:** improved academic achievement and career readiness.

1. Keep lines of communication open.

   Ensure trust is developed by checking to see programs have the mutual support of both the business community and the schools, and that all "partners" are included in planning and evaluating the programs.

2. Always have an action agenda.

   Always emphasize positive, cooperative strategies that are planned to address problems, rather than focusing on "complaint" sessions.

3. Ensure that "partnerships" go beyond the pocketbook.

   The term "partnership" implies participation in discussion, decision making, and projects with students. Business members usually prefer to be involved at that level, rather than just being asked for money. Make sure their involvement makes best use of their skills and interest.

4. Assign responsibility for keeping the ball rolling.

   Unless a coordinator is assigned responsibility for partnerships, the efforts often die due to lack of maintenance and followup. Try hiring a college intern, assigning committee members responsibility to act as key contacts (liaisons) with each participating school, or asking a company to donate an employee for part-time coordination of the partnerships.

5. Involve the front-line workers.

   Teachers are often the ones ultimately responsible for implementing partnership activities, so be sure to involve them in the development phases. If they are not sold on a partnership activity designed to take place in the classroom, they will not help to make it a success.

6. Set realistic goals.

   Unkept promises destroy trust on both sides. Be sure resources are available and commitments made for each stated goal.

FIGURE 12

## PARTNERSHIP REPORTING GUIDE

People need to know about the good things that are happening when people volunteer their time to work with teachers and students. Good record-keeping will ensure that the chamber education committee can publicize all partnership programs to inform the community of the success of the partnerships in meeting the goals of improving student academic achievement and career readiness.

The key contact person should work closely with the department chairperson of a high school or the principal of an elementary school to ensure that the following information is kept.

SCHOOL_____ DEPARTMENT_____ YEAR_____

REPORTING PERIOD_____ KEY CONTACT_____

PARTNERSHIPS:

1. Teacher_____ Business/Employee_____

   Subject/Grade_____ Number of Students_____

   Program:_____

2. Teacher_____ Business/Employee_____

   Subject/Grade_____ Number of Students_____

   Program:_____

3. Teacher_____ Business/Employee_____

   Subject/Grade_____ Number of Students_____

   Program:_____

4. Teacher_____ Business/Employee_____

   Subject/Grade_____ Number of Students_____

   Program:_____

FIGURE 13

PARTNERSHIP PROGRAM

Teacher Evaluation Form

Thank you for your participation in the local chamber of commerce business-education partnership program with a local business representative. Please take five minutes and complete the following evaluation of the business partnership.

1. Was the presentation appropriate to the level of the students?_____

_____

2. Did the presentation spark interest in the subject(s)?_____

_____

3. Did the presentation relate the subject to careers in a way that would interest students in further research about job possibilities?_____

_____

4. Were the choices of visual aids/demonstrations interesting and appropriate to the subject?_____

_____

5. Other comments/suggestions?_____

_____

_____

Thank you again for your time and interest. If you have further comments or questions, please call us!

Chamber of Commerce_____

Contact_____

Address_____

_____

Phone_____

FIGURE 14

PARTNERSHIP PROGRAM

Student Evaluation Form

We hope you enjoyed the business partnership program presented to you through your chamber of commerce. We designed the program so you could learn more about how your courses at school relate to careers.

We are planning additional partnership programs, and would like to know how it helped you and what we can do to improve these kinds of programs. Thank you for your time in completing this form.

1. The program was interesting. Yes_____ No_____

2. I learned a lot about careers that use this subject. Yes_____ No_____

3. I would like to learn more about careers in this field. Yes_____ No_____

4. The partnership program helped make this class more interesting to me. Yes_____ No_____

5. I would like to participate in other programs like this. Yes_____ No_____

6. Comments_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Course_____ Business Partner_____

FIGURE 15

PARTNERSHIP PROGRAM

Business Partner Evaluation Form

Thank you for your participation in our chamber Business-Education Partnership program. Your time and expertise graphically demonstrate the interest business has in high quality education and the skills students need to obtain before graduation.

Our chamber education committee will continue to present partnership programs. We would like to know how we can strengthen the programs for business partners. Thank you for your time in completing this form so we can meet our goal.

1. The program was well explained during initial meetings. Yes____ No____

2. The communication between the school and our company was well organized. Yes____ No____

3. After initial discussions with the teacher, the class was well prepared for the program. Yes____ No____

4. The teacher maintained discipline throughout the program. Yes____ No____

5. Classroom materials and discussions indicate that the program enhances the existing curriculum. Yes____ No____

6. I would like to participate in the future. Yes____ No____

7. The partnership was a worthwhile investment of our company's time and resources. Yes____ No____

8. Suggestions/Comments_____

_____

_____

_____

_____

_____

_____

_____

_____

FIGURE 16

PARTNERSHIP PROGRAM

Program Evaluation Guide

Education Committee Program _____

I. Chamber Committee Organization

A. The education partnership program is designed to meet the overall objectives of improving student academic achievement and vocational preparation. Yes____ No____

B. The Committee Strategies:
1. Help "build bridges of understanding" between educators and business people Yes____ No____
2. recognize the needs and concerns of teachers Yes____ No____
3. recognize the needs and constraints of businesses Yes____ No____
4. ensure on-going maintenance of the partnership Yes____ No____

II. The Business Volunteers (Number of volunteers ____) Number of Respondants

A. Report that their company benefitted from the program Yes____ No____

B. Report that the partnership was well explained and organized Yes____ No____

C. Suggestions for improvement _____

_____

_____

III. The Teachers (Number of teachers ____) Number of Respondents

A. Report that the partnerships enhance the curriculum and student learning Yes____ No____

B. Report that the program was well explained and well organized Yes____ No____

C. Report that the materials, equipment, etc., were appropriate to the age level of the students Yes____ No____

D. Would participate again in partnership programs Yes____ No____

E. Suggestions for improvement _____

_____

_____

IV. The Students (Number Served _____)

A. Report that the program was interesting Yes_____ No_____

B. Report that they learned more about careers in their subject area Yes_____ No_____

C. Suggestions for improvement_____

_____

_____

APPENDICES

Guides, Handouts and Support Materials for Education Committees

# CALIFORNIA EDUCATION FACTS

## Employer Concerns

According to a recent study,[1] employers demand "core competencies" from all high school graduates: 1) command of the English language, 2) reasoning and problem solving, 3) reading, 4) writing, 5) computation, 6) science and technology, 7) oral communication, 8) interpersonal relationships, 9) social and economic studies, and 10) personal work habits and attitudes. Since the largest segment of the American work force consists of non-college graduates, the core competencies must be learned at the high school level.

Unfortunately, businesses are not convinced that they are getting a product equal to their investment. The California Business Roundtable and other commissions and task forces have studied schools and been disturbed by their findings:

- -The general, 10-year decline in student performance is most notable in complex skills such as solving math problems and thinking critically. Rudimentary skills have stablized or slightly improved.
- -In comparative studies, fewer students today reach high achievement levels in complex skills.
- -Employers find that employment bound students are poorly equipped to find and keep employment.[2]
- -According to corporate recruiters, high school graduates don't like taking orders and don't always show up at work, which is why many corporate executives prefer to hire experienced workers. A Johns Hopkins University survey of 4,000 employers indicated that dependability was more important than academics in deciding whether to hire a high school graduate.

## School Finance

- -Fifty-three and one half percent (53½%) of entire general fund budget goes to education ($13.3 billion - an average of $3,000 per student; United States average per student - $3,200).
- -While teacher salaries account for approximately 80% of many school budgets, experts and futurists agree that we need to at least double teacher salaries to attract qualified applicants to the profession.
- -Only the federal Secretary of Education is responsible for more students than the California Superintendent of Schools. In California, there are:
  - -over 1,000 school districts (7,245) schools;
  - -over 160,000 teachers;
  - -over 4 million students;
  - -many districts 10 years behind on capital improvement timelines.
- -The number of private schools in California increased more than 104% from 1972-73 to 1982-83.

## School Performance

- -The 1980 College Entrance Examination Board reported a 14 year decline in the verbal and math skills of California high school students.
- -The California Assessment Program reports that 1980 results, when compared to national norms, place California's median 12th grade students nine percentile points below the norm in reading, 15 percentile points below in written expression, and seven percentile points below in mathematics.

-According to the National Commission on Excellence 1983 report, "A Nation At Risk," almost 13% of U.S. 17 year olds are functionally illiterate; almost 40% cannot draw inference from written materials; only one fifth can write a persuasive essay; and 53% could not write a letter correcting a billing error.

Some Good News

-After a steady, eight-year improvement on statewide test scores, California's third and sixth graders now perform slightly above the national median on basic skills. However, scores at grade 12 have remained constant over this same time period, and the average California public school 12th grader ranks at only the 39th to 46th percentile nationally, depending on the subject.[3]
-In mathematics, California scores have risen eight points since 1978 and are now above the national average.[3]
-California is tied for third place among the 50 states in the proportion of high school graduates who hold two-year college degrees (this percentage was 9.1 for 1972 high school graduates) and tied for 16th in nation in the proportion of high school graduates having either a two- or four-year college degree (this percentage was 24.6 for 1972 high school graduates).[3]

The Teaching Profession

-Studies project that California will need to employ 91,000 to 110,000 high quality teachers within the next decade. Current low salaries, low prestige, poor working conditions, and lack of incentives make it unlikely those positions will be filled.[3]
-There is currently a shortage of qualified math and science teachers. According to a 1981 National Science Teacher Association survey, in the Pacific states, 84% of the science and math teachers are academically unprepared.

Non-English Speaking Students

Currently, students of Hispanic origin constitute 74% of all students with limited English speaking ability. Hispanic students generally score lower in academic achievement than other students, and more than one third do not graduate from high school. Similarly, large proportions of students from other non-English origins do not graduate from high school. The implications of these facts on our economic and social development are overwhelming.[3]

---

[1] High Schools and the Changing Workplace - The Employer's View, National Academy of Science, National Academy of Engineering and Institute of Medicine - National Academy Press, Washington, D.C., 1984.

[2] Improving Student Performance in California. Recommendations for the California Roundtable. Berman, Weiler Associates, 1982.

[3] The PACE Report (Policy Analysis for California Education), a joint undertaking of University of California, Berkeley, and Stanford University, funded by the Hewlett Foundation.

County and City
Chamber of Commerce

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Fresno, California 93716

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FRESNO

**BEFORE THE**

**BOARD OF DIRECTORS**

**FRESNO COUNTY AND CITY CHAMBER OF COMMERCE**

IN THE MATTER OF )
THE COOPERATIVE FREE )
ENTERPRISE PROGRAM )

RESOLUTION IN
SUPPORT THEREOF

**WHEREAS,** The Fresno County and City Chamber of Commerce's Education Committee has developed the Cooperative Free Enterprise Program in which local businesses help teach the free enterprise system to students in grades nine through twelve; and

**WHEREAS,** The Fresno County and City Chamber of Commerce supports local businesses and recognizes their need for students to enter the work force with adequate skills and knowledge of the free enterprise system; and

**WHEREAS,** Fresno County and City high schools recognize the need to better teach the free enterprise system in the schools; and

**WHEREAS,** The Fresno Unified School District developed and implemented a similar program in the 1982-83 school year;

**NOW THEREFORE BE IT RESOLVED,** That the Fresno County and City Chamber of Commerce is pleased to join the Fresno County Education System and the Fresno Unified School District in the organization and coordination of the Cooperative Free Enterprise Program.

**BE IT FURTHER RESOLVED,** That copies of this resolution be presented to the Fresno County Education System and the Fresno Unified School District at a joint news conference on September 18, 1984.

**THE FOREGOING RESOLUTION,** was adopted this 5th day of September, 1984.

Gerald L. Tahajian, President
Fresno County & City Chamber of Commerce



ACCREDITED CHAMBER OF COMMERCE

PROCLAMATION

WHEREAS, Fresno Unified School District is improving cooperation and coordination with the Chamber of Commerce; and

WHEREAS, Fresno Unified School District's Community Education Program is actively seeking participation in developing partnerships between local businesses and the schools; and

WHEREAS, the Chamber of Commerce and Fresno Unified School District are developing similar Adopt-A-School Programs:

THEREFORE, The Fresno Unified Board of Education does hereby proclaim that the Fresno Unified School District enter into this partnership program and encourage the administration to reach out to the industrial and business community for participation in this program with the Fresno City and County Chamber of Commerce.

# The Alliance — Between Business and Education

## Adopt-A-School is the New Trend in Volunteerism

by George Cope

***"America's future is dependent upon the health and vitality of her education system. Although thousands of businesses, industries, individuals, organizations, teachers, administrators, and government at all levels has been involved in the education of our youth, there is more work to be done. More people must become active in improving the quality of education in our Nation."***
***Ronald Reagan 1983***

**Jean LaMotte, KXTV, directs the television station's television production program at Sacramento High School.**

Locally, more people are becoming involved in the process of improving the quality of education. Over the past year since the start of the Chamber's Adopt-A-School Program, 14 companies, associations, and military installations have begun adoptions of schools, classes or programs within the Sacramento City Unified School District. Twenty organizations are now in the process of formalizing their involvements with the school district. The program is coordinated by Dr. Ervin Jackson, Jr., School Adminstrator and members of the Chamber's Education Committee, chaired by Grant Bennett of Grant Bennett Accountants.

Adopt-A-School is a partnership between the business community and our public school system to help broaden available resources and provide a way schools can reach out to their community for support. The private sector can help educators identify the learning needs of our society, encourage professional exchanges between teachers, administrators and businesses, as well as contribute expertise, equipment, technical assistance or financial resources.

This year, the Education Committee has been fortunate to have the active assistance of California Chamber of Commerce staff Jim Harper and Carol Iddins Abbott. Harper and Abbott have consulted with the Sacramento Chamber to help build successful programs and membership. Sacramento is one of six school-business partnership pilot programs that the California Chamber has been working with under the name of Project BET (Business and Education Together). Additonally, Harper and Abbott have met at each high school with school teachers and administrators to identify the types of programs the schools believe would be of academic value for the fall, 1984 semester.

The Sacramento Adopt-A-School project is by no means the only school-business partnership in the metropolitan area. Junior Achievement's Project Business has been around for several years, teaching junior high school students lessons in supply and demand, competition, and other related topics. J.A.'s Executive Director Janice Parsons and Assistant Gail Fedora have been working closely with the Chamber's Education Committee to assure no duplication of effort occurs and to identify complimentary programs.

Recently, the California Society of Professional Engineers, based in Sacramento, finished coordinating its 1983-84 MATHCOUNTS program for more than 2,000 seventh and eighth graders. The MATHCOUNTS program is listed in national Adopt-A-School literature as representative of the spirit of school-business partnerships.

In the San Juan and Sacramento Unified School Districts, Involvement Corps Regional Director Pat

McVicar has established "Banking Education" programs. Ten banks each sent a bank officer into the classroom to teach students the fundamentals of writing checks, balancing a check book and other related topics. Participating in this program was Chamber Education Committee member Jesus Fernandez, vice president of Capitol Bank of Commerce. "Working with these students has been a real pleasure," Fernandez says. "I see my involvement as one way Capitol Bank of Commerce and I can contribute to the betterment of the community."

Peter J. Hayes, editor of the Sacramento Union, summed up the school-business partnership programs best: "Advantages of the program seem evident: Students benefit from the business community's talents and resources. Business benefits because students are better prepared to enter the job market. Schools benefit from the infusion of fresh community involvement. In short, a business-education partnership is a no-lose proposition."

Education Committee members are now working on their choice

**"A business-education partnership is a no-lose proposition"**

of either the School Adoptions Subcommittee or the new Programs and Directions Subcommittee. The School Adoptions Subcommittee is chaired by David Hess of the Sacramento Regional Foundation. Hess's subcommittee is responsible for contacting individual businesses to secure their commitment to adopt schools or school programs specifically requested by local educators.

"More than ever, employers recognize the need for a trained, literate labor pool," Hess said. "It's essential for their survival. By connecting businesses with students, we are establishing a common denominator which will determine the quality of that pool. This subcommittee's task is to make that connection."

The New Programs and Directions Subcommittee is chaired by Ben Bendel of Pacific Gas and Electric. Bendel's involvement did not stop at getting PG&E to adopt three schools. He has taken on the job of identifying new programs, resources and directions for the full committee. One of the criticisms of the Chamber's Adopt-A-School program has been that it is only in one school district. Bendel's subcommittee is now working on ways the Chamber might expand the program into other districts, while maintaining the control and coordination necessary for a quality job. ■

## ADOPTIONS IN PROGRESS

1) **Aerojet General**, 4 schools: Cohen, Judah, Didion, & Cabrillo
Focus: Science, Physics, Math, Career Awareness
2) **Computer Stores Incorporated**, 2 schools: Cabrillo and Parkway
Focus: personal computer usage seminars
3) **Ogden Technologies**, 1 school program: Hiram Johnson West Campus
Focus: computer assisted drafting
4) **McClellan Air Force Base**, 3 schools (later all district schools)
Focus: career awareness, tours, tutoring
5) **PG&E**, 3 schools: Will Wood Jr. High, Earl Warren, Elder Creek
Focus: tutoring, tours
6) **KXTV Channel 10**, 1 school: Sacto High ROP Video Productions
Focus: TV productions, tours, internships
7) **Sacto Metropolitan Chamber of Commerce**, 1 school: Hiram Johnson
Focus: Career Awareness, tours
8) **California Chamber of Commerce**, 1 school: McClatchy
Focus: english tutoring
9) **Sutter Hospital**, 2 schools: Hiram Johnson, Will Wood
Focus: career awareness, tours
10) **Sacramento Observer**, 1 school: Sacramento High
Focus: journalism, internships
11) **California School Boards Assn.**, 1 school: Sacramento High
Focus: civics, career awareness
12) **Assn. of California School Administrators**, 1 school
Focus: civics, Career Awareness
13) **Cal Western Life**, 1 school: Luther Burbank High School
14) **Sacramento Bee**, 1 school: McClatchy High School

**Jesus Fernandez, vice president of Capitol Bank of Commerce, presents banking certificate of competence to a John Cabrillo Elementary School student.**



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County and City
Chamber of Commerce

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FOR IMMEDIATE RELEASE
DATE: 12/17/84

CONTACT: KATHI NAVE
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FRESNO

## BUSINESS - EDUCATION PARTNERSHIPS FORMED THROUGH CHAMBER'S "CFEP"

The Fresno County and City Chamber of Commerce today announced the linkage of twelve business/education partnerships through the organization's new Cooperative Free Enterprise Program. The program's goal is to enhance the quality of local education as it relates to the free enterprise system. Concentrating on grades nine through twelve, the program uses its three phases to teach the free enterprise system to students and educators. Phase one, the most active phase, is the Adopt-A-Program.

The adoptions began with the Glenn Arms Apartments and Fresno High's Future Business Leaders of America (FBLA) Chapter. Fresno High's FBLA Chapter members are encouraged to take part in the business community, develop business skills, learn the value of community responsibility, and become well-rounded individuals. Mr. Dallas Debatin, owner-manager of the Glenn Arms Apartments, runs a unique complex that caters to executive living. Mr. Debatin's adoption of Fresno High FBLA will consist of giving presentations on management and how to run your own business.

Pacific Bell has adopted the Career and the Work Experience Centers at Hoover High School. Pacific Bell is also donating 43 microfiche to the city and county high schools through the Education Committee. The Fresno Metropolitian Regional Occupational Center/Program, responsible for distribution, has placed six microfiche in the Career Centers of city high schools. The other 37 microfiche will be placed as needed in the county schools.

The Fresno Bee has adopted Hoover High's journalism department. Hoover produces the "Heritage" school paper as well as the "Focus" paper, for the Unified School District staff.

Hoover Continuation Social Studies have been adopted by Rod Anaforian of Organon Pharmaceuticals and Jerry Crumley of Chaple of the Light. Anaforian will be giving a presentation and Crumley will be giving presentations and tours.

In the months to come more adoptions will take place. Presently the six pending adoptions are with the following businesses and schools:

The Rental Housing Association and the Home Economics class at Roosevelt.

Globe Weis Corporation and the Industrial Education class at Roosevelt.

Pacific Gas & Electric and the Social Science class at Washington Union.

Fruehof Corporation and the Industrial Arts Department at Hoover.



ACCREDITED

Pacific Gas & Electric and the Social Science class at Washington Union.
Fruehof Corporation and the Industrial Arts Department at Hoover.
The Gary Timan Vigen AIA and the Industrial Arts class at McLane.

This program is a pilot program for the California State Chamber of Commerce. It is a model for chambers statewide.

County and City
Chamber of Commerce

P.O. Box 1469
2331 Fresno Street
Fresno, California 93716

209 233-4651

FRESNO

CONTACT: Kathleen Nave or
Stacey Smith
233-4651

FOR IMMEDIATE RELEASE
September 17, 1984

NEWS/PHOTO OPPORTUNITY

**Chamber's business/education partnership program kicks off**

TO: All News Assignment Editors

FR: Fresno County and City Chamber of Commerce

RE: News Conference

Tuesday, September 18, 1984

2:00 p.m.

Chamber of Commerce Board Room
2331 Fresno Street

PARTICIPANTS:

GERALD L. TAHAJIAN -- president, Fresno Chamber of Commerce

KEN RUSH -- chairman, Education Committee

BILL SCOTT -- director, Community Education, Fresno Unified School District

LLOYD WAMHOFF -- director, Community Education Regional Center, Fresno County School District

Enhancing the quality of local education as it relates to the free enterprise system is the aim of the chamber's new **Cooperative Free Enterprise Program** (CFEP).

The program, organized by the chamber's education committee, is composed of three phases. Phase one, the **Adopt-A-Program**, consists of a business adopting a curriculum, or a specific class, in an attempt to illustrate through example the importance of the free enterprise system.

Phase two is the purchasing and distribution of video tapes for classroom use. Phase three is a career shadowing program aimed at students and teachers.

The CFEP has been organized in conjunction with the Fresno Unified and the Fresno County School Districts. It is a pilot program for the California State Chamber of Commerce and as such is a model for chambers throughout the state.

ACCREDITED

## PARTIAL LIST OF AVAILABLE PROGRAMS

### EMPLOYMENT DEVELOPMENT DEPARTMENT

- Job Placement Services
- Tax Credit Programs
- Pomona Vocational Skills Center Placement Service
- Veterans' Employment Program
- Services to Handicapped
- Job Search Training Work Shops

### MSAC BUSINESS- and INDUSTRY-RELATED SERVICES

- "Business Site" Classes
- Short Term Training Programs
- Placement Services
- Career Day with Recruiting Representatives
- Business Guest Presentations
- Faculty Advisory Program

### POMONA UNIFIED SCHOOL DISTRICT ADULT VOCATIONAL EDUCATION PROGRAM

- Auto Mechanics
- Computer Literacy
- Cosmetology
- Machine Technology
- Nurse Assistant Training
- Office Occupations
- Welding

and many others

### REGIONAL OCCUPATIONAL PROGRAM

- Advanced Secretarial Skills
- Automotive
- Business Office Occupations
- Drafting Technology
- Electronics
- Graphic Reproduction
- Hospital Services
- Machine Operator Training
- Welding



## HOW CAN I GET MORE INFORMATION?

- Pomona Unified School District
  Adult and Vocational Education
  629—2551, Ext. 241

- State of California
  Employment Development Department
  Job Service Office, Pomona
  596—4934

- Mt. San Antonio Community College
  Vocational Education
  Richard Wright, Dean of Vocational and Technical Education
  594—5611, Ext. 204

- California State Polytechnic University, Pomona
  Robert York
  Acting Dean of Students
  598—4251

POMONA CALIFORNIA CHAMBER OF COMMERCE

# VOCATIONAL EDUCATION OPPORTUNITIES



# ARE YOU GETTING YOUR MONEY'S WORTH?

BEST COPY AVAILABLE

## CHAMBER REACHES OUT TO LOCAL BUSINESS and EDUCATION

THE **Pomona Chamber of Commerce** has established an Education Committee representing local business, industry, and education. The purposes of the Committee are to:

- Serve as a bridge between business and the Pomona Unified School District.
- Address education issues important to business and schools.

The *Education Committee* has taken as its first challenge the need to increase the awareness of local business of the vocational education programs which are available through the School District.

## WHY SHOULD YOU READ THIS BROCHURE?

To find out how you can reduce labor costs and improve the efficiency of your business.

This brochure will guide you to educational and job-training services that will provide:

- Reimbursed labor costs
- Tax credits up to $4,500
- Skilled people ready to go to work
- Programs for retraining and upgrading present personnel



## QUESTIONS and ANSWERS

**What Kind of Employee Will I Get?**

Programs provide the employer with individuals who are trained and skilled in areas specific to the needs of the business. The level of experience will depend on the type of program each individual has been trained in and, of course, their own personal work background.

Because these employees have, for the most part, selected the program of most interest to them, they are eager and enthusiastic in their approach to their employment with you.

**Where Is This Information Available?**

You may obtain information regarding the various programs available from a number of different sources

Local high schools and colleges have specific departments ready to aid you in your selection. There are also government agencies (some as easily found as looking in the phone book) that promote programs that not only can provide you with an excellent employee, but that can offer you benefits for your business as well.

And, of course, the Chamber of Commerce can be of assistance in helping locate an agency that will suit your needs.

## QUESTIONS and ANSWERS

**Can I Send My Employees to These Programs?**

While most of the programs are designed for potential employees entering the job market, an employer can obtain vocational training for current employees.

Notable among these programs are the following:

- Mt. San Antonio College has contract classes with specific businesses bringing instructional programs to their employees at their business location.
- Pomona Adult Vocational Education provides direct job skills training and improvement in a wide variety of fields—from office skills to welding.

There are many other programs, each with a special emphasis that might suit the needs of an employer.

**Can I Support These Programs?**

Certainly—because they benefit businesses in that they increase the vocational and educational skill levels of employees. This increases your productivity and thus your effectiveness in the marketplace.

55

# Cooperative Free Enterprise Program

## Fresno businesses invest now in your future!

### Adopt-A-Program in Fresno County and City Schools!

Successful businesses are linked to successful educations. The Fresno Chamber of Commerce is piloting a State Chamber Project which creates a partnership between businesses and schools.

Part of Fresno Chamber's project is Adopt-A-Program. This sector of the project allows local businesses to adopt a school program that relates to their own business. This could involve anything from sending a staff member into the classroom to give hands-on training, to giving tours of your firm to the students.

No business is too large or too small to give a helping hand in strengthening and improving our school programs.

---

Return to:
Fresno County and City
Chamber of Commerce
PO Box 1469, Fresno, CA 93716

☐ Yes, I am interested in learning more about how my firm can become involved in Adopt-A-Program.

Name_____ Title_____

Firm _____

Address_____ Zip_____ Phone_____

This program is being offered in coordination with the Fresno Unified School District.

Pomona Unified School District

Pomona Chamber of Commerce

# Pomona Educational Partners

## ADOPT-A-SCHOOL PROGRAM

*Certificate of Recognition*

presented to:

with sincere appreciation for your outstanding contribution to the educational program of

_____ _____

*PARTNER* *SCHOOL YEAR*

_____ _____

*Pomona Chamber of Commerce* *Pomona Unified School District*

*"DESIGNED BY WORDMASTER"*

## POSSIBLE PARTNERSHIPS PROGRAMS AND ACTIVITIES

The following list can be used by your education committee in planning programs to meet local needs. The list is compiled from suggestions in the Roundtable Catalog, and from the successful experience of various chambers from throughout the nation. Remember: It is a GUIDE; the creativity and resources of your chamber, combined with a knowledge of local needs should be the final source for planning a program.

| Possible Partnership Programs | Suggested Levels for Program Development | | | |
|---|---|---|---|---|
| | Elem. | Jr. Hi. | H.S. | Comm. College |
| 1. Assistance in Curriculum development and basic skills programs (9)* (16)* | XX | XX | XX | XX |
| •Business Math taught by teacher/ business teams | | | XX | XX |
| •Business English taught by teacher/ business teams | | | XX | XX |
| •Business advisors on curriculum planning teams | XX | XX | XX | XX |
| •Summer curriculum development with mentor teachers | XX | XX | XX | |
| •Field trips for high school department chairs | | | XX | |
| •Meetings with business executives and faculty | XX | XX | XX | XX |
| 2. Math/science/energy programs (8)* | XX | XX | XX | XX |
| •Math/science fair: business booths with products relating to science/math; career booths; business judges for science projects by students | | | XX | |
| •Accounting tutors/speakers in math class | | XX | XX | |
| •Science/math tutors | | | XX | |
| •Field trips to industries for selected students interested in pursuing related careers | | | XX | |
| 3. Teacher internships and training (17)* | XX | XX | XX | XX |
| •Summer internships in related business (for credit at university, OR as award for exemplary teaching in field) | | XX | XX | XX |
| 4. Employee volunteer programs (e.g., student mentors, tutors, lecturers, etcetera) (3)* | XX | XX | XX | XX |
| •Writing project; tutors for English classes to assist in the development of writing skills | | XX | XX | |
| •Newspaper project: professional journalist to consult in the writing and production of the school newspaper | | | XX | XX |
| •Business role models/tutors to work with students who need English as a second language | | XX | XX | XX |

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| Suggestions: Possible Programs for Business Partnerships with Education | Suggested Levels for Program Development | | | |
|---|---|---|---|---|
| | Elem. | Jr. High | H.S. | Comm. College |
| 2. Math/science/energy programs (8)* | XX | XX | XX | XX |
| -Math/science fair: business booths with products relating to science/math; career booths; business judges for science projects by students | | | XX | |
| -Accounting tutors/speakers in math class | | XX | XX | |
| -Science/math tutors | | | XX | |
| -Field trips to industries for selected students interested in pursuing elated careers | | | XX | |
| 3. Teacher internships and training (17)* | XX | XX | XX | XX |
| -Summer internships in related business (for credit at university, OR as award for exemplary teaching in field) | | XX | XX | XX |
| 4. Employee volunteer programs (e.g., student mentors, tutors, lecturers, etc.) (3)* | XX | XX | XX | XX |
| -Writing project; tutors for English classes to assist in the development of writing skills | | XX | XX | |
| -Newspaper project: professional journalist to consult in the writing and production of the school newspaper | | | XX | XX |
| -Business role models/tutors to work with students who need English as a second language | | XX | XX | XX |
| 5. Science fair mentors for student projects; Business representatives work one-on-one to counsel students on design of science project | XX | XX | XX | |
| 6. Business tours of work setting | XX | XX | XX | XX |
| -Entire class gets one day tour through plant to see types of work/careers available | XX | XX | XX | XX |
| -Individual students receive career orientation in business setting; extended time in one unit or roving study in a variety of units | | | XX | XX |
| 7. Speakers' Bureaus | XX | XX | XX | XX |
| -Resume writing, job skills, types of careers, benefits of education, personal interest stories about high achievement in industry in spite of hardships, etc. | XX | XX | XX | XX |
| -Specific subject area knowledge: for example, health care professionals discuss sports medicine and injury prevention | | | XX | XX |

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| Suggestions: Possible Programs for Business Partnerships with Education | Suggested Levels for Program Development | | | |
|---|---|---|---|---|
| | Elem. | Jr. Hi. | H.S. | Comm. College |
| 8. Loaned business personnel: management consulting or teaching. (For budget advice, staff development, time management techniques, organizational techniques, etc.) | | | XX | XX |
| 9. Loaned equipment/donations (6)* (Example: businesses donate equipment for physical education class, computer program, "interview room," etc.) | XX | XX | XX | XX |
| 10. Computer Projects (7)* | XX | XX | XX | XX |
| -"Alternative Centers for Independent Study" allow students to complete requirements for graduation while working on a computer and learning to be computer literate | | | XX | |
| -Computer centers where students and adults can learn computer skills and obtain computerized job information using loaned/donated equipment or business instructors | XX | XX | XX | XX |
| -Computers/instructors for gifted programs | XX | XX | XX | XX |
| -Computer vans which can be rented by schools for a period of time to teach computer literacy | XX | XX | XX | |
| -High tech job training center | | | XX | XX |
| -In school youth work experience/ summer youth employment | | | XX | XX |
| -Teacher training centers for computer teaching | XX | XX | XX | |
| 11. Business & Economic Education (10)* | XX | XX | XX | XX |
| -Set up "mock offices" for interviewing and conducting business with donated equipment, forms, etc. | | | XX | |
| -Business speakers (how to set up a business, what employers expect from employees, etc.) | | | XX | XX |
| -Students given project to "shadow" a business person in their daily tasks | | | XX | XX |
| -Student representative allowed to attend board meeting of corporation and then to teach concept to rest of class | | | XX | XX |
| -Business representatives teach free enterprise system through design of student corporation (Jr. Achievment) or use of media and lectures | XX | XX | XX | XX |
| 12. Summer Youth Projects (14)* | | XX | XX | XX |
| -Vacation relief slots filled by high school and college youth so they can learn an occupation (some slots reserved for scholarship winners) | | | XX | XX |

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| Suggestions: Possible Programs for Business Partnerships with Education | Suggested Levels for Program Development | | | |
|---|---|---|---|---|
| | Elem. | Jr. Hi. | H.S. | Comm. College |
| -Occupational exposure program for low-income or minority youth to provide awareness of the value of education in attaining career potential (Programs can provide graduation credits or salary) | | XX | XX | XX |
| -Workreation Programs (provide youth with work experience, recreation, counseling, and career opportunity guidance through cooperation of business, park and recreation department, and schools) | | XX | XX | |
| 13. Special Education Programs (12)* Programs designed to help people with disabilities to reach their potential through education, training, and job placement | XX | XX | XX | XX |
| -Job training camps to acquaint students with careers, career models, and career training | | | XX | XX |
| -Career days at schools for the deaf, blind, etc. | | | XX | |
| -Science career workshops (or for other fields) | | XX | XX | XX |
| -"Workability Projects" which place special education students into private sector job sites for on-the-job experience | | | XX | XX |
| 14. Minority Youth Programs (13)* Any of the above programs designed specifically for minority youth with limited English speaking abilities or who have not been exposed to career opportunities and academic requirements for job entry | XX | XX | XX | XX |
| -Example: MESA - Mathematics, Engineering, Science Achievement - Educational enrichment experiences designed to increase the number of under-represented minority students who complete high school with the mathematics, science, and English preparation necessary to pursue and graduate in a math-based discipline at the university level | | | XX | XX |
| 15. Work Experience (15)* Through the cooperation of businesses and the schools, students receive academic credit for learning on-the-job skills in a real work setting | | | XX | XX |
| -Regional Occupation Programs (ROPs) | | | XX | |
| -Internships | | | XX | |

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| Suggestions: Possible Programs for Business Partnerships with Education | Suggested Levels for Program Development | | | |
|---|---|---|---|---|
| | Elem. | Jr. Hi. | H.S. | Comm. College |
| -Career shadowing | | | XX | |
| -volunteer company employees teach job skills after hours using company equipment and facilities | | | XX | |
| 16. Job Placement Programs | | | XX | XX |
| Businesses work with schools to provide counseling and placement services to graduating students | | | XX | XX |
| 17. Computerized Job Information | | | XX | XX |
| Chamber (or chamber member) or school counseling center in cooperation with businesses maintains a job information bank | | | XX | XX |
| 18. Job Skills Workshops | | XX | XX | XX |
| -Personnel managers conduct workshops on job interviewing techniques | | | XX | XX |
| -Writers/personnel managers conduct workshops on resume-writing | | | XX | XX |
| -Personnel managers discuss dress-for-success techniques and other on-the-job requirements (such as being on time) | | | XX | |
| 19. Career Guidance and Counseling | | | XX | XX |
| -Business representatives work with school counselors to ensure that students get individual attention and the latest in career information and counseling | | | XX | XX |
| -Business reps. organize a career center through the local chamber and school counseling unit. One day each week the center is open on a drop-in basis and business representatives counsel students on career topics | | | XX | XX |
| 20. School Foundations (18)* | XX | XX | XX | XX |
| Companies donate funds to school foundations to provide for programs which would be cut or limited without community funding | XX | XX | XX | XX |
| 21. Scholarship and Recognition Programs (19)* | XX | XX | XX | XX |
| Businesses and chambers provide awards for all categories of student achievement (e.g., vocational education, business education, academic excellence, leadership, etc.) | XX | XX | XX | |

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| Suggestions: Possible Programs for Business Partnerships with Education | Suggested Levels for Program Development | | | |
|---|---|---|---|---|
| | Elem. | Jr. Hi. | H.S. | Comm. College |
| 22. Educational Nonprofits (20)* Nonprofit educational organizat ons are formed to fund specific programs which meet local needs (e.g., for the arts, dance, theater, libraries, museums, science centers, etc.) | XX | XX | XX | XX |
| | XX | XX | XX | |
| 23. Awards for Exemplary Programs Business groups emphasize programs that meet standards for academic and career excellence and that meet community needs | XX | XX | XX | XX |
| | XX | XX | XX | XX |
| 24. Teacher Awards Programs Example: Winners receive paid internships in business during the summer -Teachers who work closely with the community to provide exemplary programs are recognized by the business community | XX | XX | XX | XX |
| | | XX | XX | XX |
| | XX | XX | XX | XX |
| 25. Adopt-A-School Programs (2)* Can incorporate all of the above ideas and can be tailored to adopt-a-program for smaller businesses | XX | XX | XX | |
| | XX | XX | XX | XX |
| 26. Legislative Subcommittees of Chamber Recommend chamber positions on issues of school finance, standards, etc. | XX | XX | XX | XX |
| | XX | XX | XX | XX |

( )* Refers to section number in Roundtable Catalog of Busines and Community Programs in Support of Local Education which provides program descriptions.



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SB 813 - PARTNERSHIP PROGRAM SUGGESTIONS*
How Businesses Can Enhance Education Reform

| SUBJECT AREAS/BILL SECTIONS | SUGGESTED ROLE FOR BUSINESS PARTNERS |
|---|---|
| **I. IMPROVING SCHOOL PROGRAMS AND EDUCATIONAL OPTIONS** | |
| A. Require regional occupational programs (ROP) and centers to apply additional funding to training for youth. -84- | 1. Chamber helps initiate a ROP support task force to recommend improvements to be implemented through use of additional funds.<br>2. Offer training workshops for ROP teachers so that the additional funding is applied to current job needs and skills.<br>3. Sponsor a community-wide public relations campaign to highlight job training programs and needs. |
| B. Develop specialized high schools in high technology and performing arts to provide models for other schools throughout the state (1984-85). -112- | 1. Chamber provides district with list of job skills needed for entry level into high tech fields.<br>2. Offer equipment and teacher training/internships.<br>3. Provide loaned business personnel for career seminars, curriculum development, teaching. |
| C. Create the California academic partnership program to provide grants to colleges and universities for assisting secondary schools with critically needed instructional improvement (1984-85). -8- | 1. Assure appointment of business leaders as advisors to the academic partnership program.<br>2. Provide business advisors and inservice instructors for secondary school improvement programs.<br>3. Assist local colleges in writing grant proposals (including plans for business partnerships).<br>4. Develop a community public relations campaign to highlight partnerships and demonstrate needs of schools. |
| D. Reestablish a strong academic and career counselling program and assure that every 10th grade student receives an individual record review and appraisal of his or her education options. -85- | 1. On a regular basis provide business counselors who can meet with students who chose a vocational, non-college track.<br>2. Provide inservice for counselors on a variety of business fields and entrance requirements.<br>3. Provide school counselors with the most up-to-date information on career readiness requirements of businesses (broken down by fields).<br>4. Provide interships for career counselors at job sites.<br>5. Set up career centers at businesses where students can talk to business leaders and see actual career requirements. Chamber provides schools with video on career fields and list of local mentors who were willing to meet with students. |

SB 813 - PARTNERSHIP PROGRAM SUGGESTIONS

| SUBJECT AREAS/BILL SECTIONS | SUGGESTED ROLE FOR BUSINESS PARTNERS |
|---|---|
| II. IMPROVING COURSE OFFERINGS AND GRADUATION STANDARDS | |
| A. Core courses for high school graduation for all students:<br>-3 years English<br>-2 years math<br>-2 years science including physical and biological sciences.<br>-3 years social science, U.S. and world history and culture, economics, geography, American government and civics.<br>-1 year of fine arts or foreign language.<br>-93,94- | 1. Provide teachers with inservice on the latest developments in the fields of math and science.<br>2. Provide business aides/mentors for classroom presentations (motivational; career-oriented). For example; reporters teach journalistic style, chemists teach chemistry, engineers teach physics.<br>3. Donate or loan equipment which will help teachers provide up-to-date instruction.<br>4. Offer summer internships to teachers to improve their skills and knowledge in their field.<br>5. Provide business advisors for curriculum committees to assist in designing courses and materials.<br>6. Provide release time for staff to act as tutors in major subject areas.<br>7. Sponsor community forums to discuss local priorities for education.<br>8. Promote the idea that all local community groups should devote a portion of their meeting time to discussing education issues. At end of year synthesize suggestions from all groups in a report to the schools and community. |
| B. Guarantee all students the opportunity to take college preparation courses and to acquire entry level employment skills.<br>-97- | 1. Review counseling strategies; are students given choices for vocatinal and/or college-prep courses?<br>2. Advise district on recommended changes in courses and/or course requirements to enable students to gain best possible education for career and citizenship.<br>3. Provide alternative, community based learning centers for students to learn skills and academics in a career environment. |
| C. Initiate summer school for math, science, other critical academic areas. -20,8- | 1. Assist on planning teams to design course offerings.<br>2. Provide access to work-study sites which teach on-the-job math and science skills.<br>3. Provide classroom presentations, materials.<br>4. Prepare a video on math and science careers and career preparation to stimulate interest in further training. |

SB 813 - PARTNERSHIP PROGRAM SUGGESTIONS

| SUBJECT AREAS/BILL SECTIONS | SUGGESTED ROLE FOR BUSINESS PARTNERS |
|---|---|
| D. Increase funds for school textbooks in grades K-8 and provide first-time funding in grades 9-12. -113-117- | 1. Assist on textbook review committees.<br>2. Provide specialty texts for classes on consumer economics, character education, etc. |
| III. IMPROVING INSTRUCTION BY ATTRACTING THE HIGHEST QUALITY TEACHERS AND ADMINISTRATORS | |
| A. Fund a teacher mentor program to pay a stipend of $4,000 to outstanding teachers who provide assistance to beginning teachers in need of guidance and training. -28- | 1. Provide mentor "partners" to assist mentor teachers in assuring that beginning teachers provide up-to-date, career and college preparatory course work.<br>2. Provide workshops for mentor teachers in specialty subjects.<br>3. Provide on-the-job internships and/or tours for mentor teachers to provide them with career application knowledge.<br>4. Provide mentor teachers with workshops on "how to train" so they are better able to communicate their ideas to new teachers.<br>5. Provide school administrators, teacher union, and teachers with seminars on how to make a career ladder concept work successfully. |
| B. Initiate a method of assisting school districts to recruit and select administrative personnel. -44- | 1. Provide business representatives for interview teams.<br>2. Provide administrators with seminars on interview and search procedures<br>3. Assist schools in developing public relations campaigns to attract quality teachers and administrators. (Include messages about the later career options for teachers.) |
| C. Increase teacher training in math, science and computer education through teacher education and computer centers. -33- | 1. Provide equipment and/or on-site demonstrations and workshops for computer and lab science classes.<br>2. Provide summer internship opportunities for teacher training.<br>3. Provide guest lecturers and presenters at teacher education and computer centers.<br>4. Offer teacher trainers from teacher education centers the opportunity to teach seminars in industry. |
| D. Fund training programs to improve principals' skills in evaluating and assisting teachers. -35- | 1. Provide workshops on personnel and evaluation techniques.<br>2. Provide seminars on motivational techniques, time management, decision-making, dealing with conflict, organizational development, etc. |

SB 813 - PARTNERSHIP PROGRAM SUGGESTIONS

| SUBJECT AREAS/BILL SECTIONS | SUGGESTED ROLE FOR BUSINESS PARTNERS |
|---|---|
| E. Give school districts the authority to establish innovative local experiments to strengthen and streamline personnel and management practices. -44- | 1. Provide management experts from business as consultants to school districts and/or individual schools.<br>2. Provide management and personnel experts to help write district policies for strengthening and streamlining management practices.<br>3. Provide for administrator internships to work with business managers in business settings. |
| F. Allow districts to require continuing education for teachers who receive negative evaluations. -25,3- | 1. Provide business mentors to work with teachers who receive negative evaluations for subject area knowledge.<br>2. Provide kits, "how-to" outlines, and workshops to show teachers how to present course work in a more application-oriented and exciting format.<br>3. Provide teachers with seminars on management techniques, organizational development, dealing with conflict, etc. |
| G. After September 1, 1985, persons obtaining a clear credential will be required to complete 150 hours of continuing education within each five-year period to maintain their credential. -25.2- | 1. Provide advisors to assist district in developing a continuing education policy and plan.<br>2. Provide tutors and/or workshops which qualify teachers for continuing education units and which offer career-oriented applications for subject areas.<br>3. Provide on-the-job training opportunities which qualify for continuing education credits.<br>4. Provide seminars on time management, organizational techniques, etc. |
| IV. IMPROVING CATEGORICAL PROGRAMS | |
| A. Require that 85% of some categorical funds go to direct services to students. -125- | 1. Provide subject area specialists to assist on program and curriculum design committees.<br>2. Provide management experts to consult with business staff of school district in designing an accounting system for distribution of funds.<br>3. Assign manager to school advisory committees to consult on categorical funding issues. |

SB 813 - PARTNERSHIP PROGRAM SUGGESTIONS

| SUBJECT AREAS/BILL SECTIONS | SUGGESTED ROLE FOR BUSINESS PARTNERS |
|---|---|
| B. Provide state funds for equipment and capital outlay for agriculture vocational education programs. -103- | 1. Provide business consultants to advise district on most appropriate equipment and program concepts for agriculture vocational education.<br>2. Provide access to on-site training for students and teachers. |
| V. STRENGTHENING SCHOOL AUTHORITY OVER STUDENT DISCIPLINE | |
| A. Provide teachers with authority to require suspended students to do make-up work. -91- | 1. Provide release time for business mentors or presenters to work with students on career applications of subjects they are required to make up and to assist them in course work.<br>2. Provide district with alternatives (such as work experience) for suspended students.<br>3. Assist schools in designing a public relations campaign to gain public support for parental and community backing of discipline strategies and for developing awareness of the need for safe schools and student responsibility. |
| VI. IMPROVING SCHOOL FACILITIES AND USAGE | |
| A. Provide incentives to encourage year-round use of schools to save capital outlay costs. -10- | 1. Sponsor community forums on the pros and cons of year-round schools.<br>2. Develop community public relations campaign to demonstrate the cost savings of year-round schools. |
| B. Make continuous appropriations to the state school deferred maintenance fund. -14- | 1. Provide business consultants to assist districts in computing costs and timeline for deferred maintenance.<br>2. Provide labor, construction supervision, and/or equipment for non-state funded maintenance requirements.<br>3. Consider ways to provide schools with obsolete equipment that might assist in maintenance or upkeep of schools. |



*SB 813 (Hart), Chapter 498, Statutes of 1983

## ECONOMIC EDUCATION PROGRAMS

### FOUNDATION FOR TEACHING ECONOMICS

The Foundation is promoting a new textbook entitled, Our Economy: How It Works. The book is written for junior high school students. The program has been successfully pilot tested in locations throughout the country. University of the Pacific, California, uses the text for teacher training in the School of Education. Our Economy describes how our system works and has been a vital asset to the curriculum.

### LEARNING ENTERPRISE HANDBOOK

Through the support of the Pioneer Fund, Mid-Peninsula Youth and Community Services, Youthwork, Inc., a handbook has been made available for educators, business people and community organization staff to introduce the concept of learning enterprises which allow young people to contribute to society by producing goods or providing services of value to others. Learning Enterprise Handbook is available by writing to David Stern, School of Education, University of California, Berkeley, California 94720.

### FREE ENTERPRISE/ECONOMIC EDUCATION MEDIA

The education subcommittee of the Fresno County and City Chamber of Commerce reviewed and rated video tapes available to schools. The company is WRI Films, World Research Incorporated, 111722 Sorrento Valley Road, San Diego, California 92121. Teachers' Hot-Line: 1 (800) 972-3635.

### ECONOMIC LITERACY COUNCIL

An Economic Education Center is located on each of the 19 campuses of the California State University System and UCLA. University staff and personnel work with school district personnel in developing curricula in economic education. Courses for teacher education in the field of economic literacy are also available. Contact: Dr. Gerald Burns, Director, Foundation of Economic Literacy, Economic Literacy Council, State University System, 400 Golden Shore, Long Beach, California 90802.

## BUSINESS-SCHOOL PARTNERSHIPS IN CALIFORNIA

### PROJECT B.E.T. (Business & Education Together)

Project BET is a California Chamber of Commerce program designed to assist local chambers of commerce in developing, coordinating, and promoting business-education partnerships. The goal of the program is to bring the expertise of business into the schools so students will see the relevance of education to their life goals and career choices. Program success will be measured in terms of higher academic achievement and increased career readiness. The California Chamber of Commerce Education Department staff is available to work with local chamber representatives to assist them in program planning and implementation.

## JUNIOR ACHIEVEMENT (JA)

JA is a non-profit program funded by member dues. There is no charge to schools for their services, all of which teach business skills to students:

1. "JA" - An extra curricular project for high school students. Business professionals serve as counselors to assist students in setting up a business, manufacturing a product, and marketing it to the public.
2. Project Business - A once-a-week lecture series for 8th and 9th grade classes. Business consultants assist the teachers in presenting the materials.
3. Business Basics - Junior Achievement top achievers work in 5th and 6th grade classrooms to present business concepts to their younger peers.
4. Applied Economics - A one semester high school course (for credit) taught by teacher and business teams.

## INDUSTRY EDUCATION COUNCIL OF CALIFORNIA (IECC)

IECC is a non-profit network of regionally based industry-education councils, all of which are supported by member businesses and school district dues. Statewide there are approximately 30 IECCs which are governed by boards of directors and committees. These organizations oversee approximately 35 types of industry-education partnership efforts from curriculum packages to scholarships and education foundations.

With representatives from more than 1200 companies, 600 educators, and 100 representatives from human resource related agencies, the IECC collaborative has been building the partnership process at the K-12 levels. For more about the IECC partnerships--product and process--write IECC, 1575 Old Bayshore Highway, Suite 106, Burlingame, California 94010.

## SERVICE CLUBS

In many communities, service clubs such as Rotary, Junior League and Kiwanis sponsor business-education programs and events.

## INVEST-IN-AMERICA

Objective of the Northern California Council is to stimulate education in the fundamentals of economics in Northern California schools and to foster an appreciation of our free enterprise system through various programs including: economic papers (selected materials provided for classroom use free of charge); journalism (economic themes for publication in school newspapers); speech (programs on selected economic subjects); press conferences (for journalism students and staffs of high school newspapers with business leaders); teacher education (forums in Consumer Economics courses and workshops to the educational community); and junior high school/middle school programs (provide recognition to students who prepare written papers on economic subjects). Funds are solicited from individuals and businesses in the Bay Area. The organization is directed by a board chosen from sponsoring members. Similar groups operate in other sections of the state. For example, the Econ-Ed Foundation serves the San Diego region. For further information, contact: Richard R. Pohli, Executive Director, Invest-In-America Northern California Council, Inc., 210 Post Street, Suite 609, San Francisco, California 94108.

## THE THOMAS JEFFERSON CENTER (T J CENTER)

The T J Center is a non-profit research center organized to "preserve our quality of life through value-centered education, responsible leadership, and the development of individual responsibility and potential." All funds are raised through sponsor donations and sale of curriculum materials and books.

**NO PRIVATE FUNDS REQUESTED**

## PRIVATE INDUSTRY COUNCILS (PICs)

Formed to administer federal training funds allocated in the JTPA (Job Training Partnership Act), the PICs are comprised of at least 51 percent representatives from business, and are charged with all aspects of local policy making, planning, administration, and program operations. The JTPA works primarily through a local program delivery system to provide remedial education, training, and employment assistance to low income and long term unemployed youth and adults.

## ROP/ROCs (REGIONAL OCCUPATIONAL PROGRAMS AND CENTERS

Administered through county offices of education or school districts, ROP/ROCs offer applied job training for high school youth. ROP/ROCs generally require an advisory board comprised of business representatives.

## VOCATIONAL EDUCATION ASSOCIATIONS

(Agriculture Education, Business Education, Future Business Leaders of America, etc.) Many vocational education programs and associations require business participation on boards of directors or program planning teams.

## CALIFORNIA BUSINESS EDUCATION ASSOCIATION, INC.

Promotes legislation and programs to enhance private sector partnerships such as H.R. 4164 which calls for closer ties between business/industry and strengthens vocational education.

Internships in business, such as "Bridging the Gap," and other public relations plans are promoted. Two documents explaining the role of business education in California are available. Secondary Business Education - The Key to a Productive Society and Business Education at the Community College - Directions for the Future are available by contacting the California Business Education Association, Inc., P. O. Box 633, Los Altos, California 94022.

## BUSINESS IN THE CLASSROOM (BIC)

Sponsored by Constitutional Rights Foundation (CRF) which is a private, non-profit organization founded in 1963, to create law, business and citizenship education programs for use in the schools. The BIC program has been used in social studies, English, law, science and business classrooms in junior and senior high schools in the Los Angeles area. BIC provides teachers with background materials, discussion questions, training to help carry out the course. For further information contact: Martha Valentine, CRF Director, 1510 Cotner Avenue, Los Angeles, California 90025, (213) 473-5091.

PARTNERSHIP FOR AGRICULTURE AWARENESS
The Issues - The Needs for Chamber Involvement

WHY IS IT IMPORTANT FOR CHAMBERS TO INCLUDE AGRICULTURAL PARTNERSHIPS?

California is the world leader in agricultural production. Approximately 62,000 California families own and work our farms and an additional 300,000 farm workers are employed to produce our food and fiber (such as cotton). Many more Californians are employed in agricultural-related fields: truckers, cannery workers, equipment assemblers, store clerks, package designers and bankers help to bring farm commodities to our homes. **In fact, it is estimated that one out of every three people working in California is employed in a job related to agriculture.** It is also estimated that for every dollar of farm receipts, three additional dollars are generated in the state's economy. Clearly we have a stake in providing students with an awareness of the importance of agriculture to our state and in preparing them for the types of careers that are available.

HOW CAN CHAMBERS HELP?

When your education committee plans a partnership program, don't forget to include associations and businesses in agricultural-related fields. Even if you are in a large metropolitan area, ask representatives from agricultural related industries to discuss careers, products and product uses with the students. The Calfiornia Farm Bureau and its county affiliates have developed an extensive program to inform students and teachers of the importance of agriculture. Their offices are available to assist in partnerships for agri-business.

SUPPORT EXISTING AGRICULTURAL EDUCATION EFFORTS

The chamber education committee can also highlight agricultural education in other ways:

1. Support FFA (Future Farmers of America) and 4-H youth programs with recognition programs, scholarships and program sponsorship.
2. Ask chamber members who are in agricultural related businesses to volunteer as members on agricultural education committees at the school.
3. Contact your local farm bureau and explore cosponsoring agricultural education activities. The Farm Bureau has developed several slide shows for students and teachers:
   -Show "California's Amazing Ag" slide show, "Your Future in Agriculture, and "Fabulous Food Machine" audio visual presentation to teachers.
   -Find speakers to help present farm bureau curricula to students.
   -Sponsor an agriculture-education mixer for agricultural related industries to introduce materials and volunteer speakers to school board members, administrators and teachers.
   -Sponsor student internships in agricultural related industries.

## The Issues and the Need for Business Involvement

## THE TEACHING PROFESSION

### WHAT ARE THE ISSUES?

Businesses are becoming increasingly alarmed over the reported shortcomings of our public education institutions. Central to their concern is the growing awareness of shortages of highly trained "professional" teachers.

- -Many exemplary teachers are attracted to other professions due to higher pay and prestige.
- -Colleges report a sharp decline in the number of high achieving students who enroll in teacher preparation programs.
- -There are severe shortages of qualified subject area specialists, particularly math and science teachers.

A survey of recent reports and commission studies reveals general consensus on the following issues affecting the teaching profession.

### Teacher Preparation

1. It is important for teacher preparation colleges to provide a balance between courses on methodology and subject area expertise.
2. Methodologies should be refined for teaching new subjects, different types of students and/or new cultural groupings.
3. Preparation for both teachers and administrators should focus on development of interpersonal skills.
4. Continuing professional development options must be provided to teachers on a regular basis.
5. It is important to impose rigorous entrance and graduation requirements for teacher education programs.
6. Career ladders should be instituted to encourage professional growth and incentives for achievement.

### Public Relations for Teachers/Education

1. If we are to encourage high achieving students to enter the profession, we must use all media to develop higher regard and status for teachers.
2. Teachers must be more involved in promoting the profession.
3. Teachers should promote the profession to students (e.g., have teacher booth at career faire).
4. Citizens should voice their concerns about the importance of education to the legislature.

### District Policies

1. Teachers will benefit by being given the respect and regard of administrators (administrators must support teachers in setting their own standards).
2. It is important for us to develop measurable goals for which all members of the education community are held accountable.
3. Educators often feel powerless to affect their profession due to state and federal mandates and would benefit from being given more local control.
4. Schools need advance funding for planning and job security.

5. Teachers must be involved in participatory management to heighten their accountability and incentives. They must also be intimately involved in designing curriculum.
6. Due to supply and demand we have diluted standards for teacher hiring; this must not be allowed to occur in the future.
7. Districts must develop comprehensive, yearly staff development options for teachers.

The Structure of the Profession

1. We need statewide/national concensus on the goals and objectives of education.
2. Teaching could be restructured on a 12-month contract to eliminate the perception of teachers being part-time employees. Summer months can be used for staff development and curriculum planning, or university study. Summer employment opens the way for inservice in business and reduces or eliminates the need for minimum day schedules during the year for staff training. In addition, a 12-month contract will address the issue of raising teacher salaries at the same time it eliminates the negative perception that teachers have "soft" hours and work-years.
3. The profession must be restructured to allow for career options. Teachers need upward mobility (as well as lateral; districts must recognize the seniority of transfers from other districts).
4. The environment teachers work in must be improved if we are to attract quality professionals to the field. The community must work to improve the environment as well as the incentives for teaching.
   -Student discipline must be achieved.
   -Standards for student achievement and department must be established.
   -Classroom assistance in the form of bilingual aides and cross-cultural counselors must be provided to enable teachers to deal with complex classroom situations.
   -Schools must be maintained as attractive, comfortable settings which support professional activity (e.g., attractive lounges and lunchrooms, easy access to quiet work areas and phones, etc.).
5. Strategies for dealing with the stresses of teaching need to be designed.

The Issues and the Need for Business Involvement

VOCATIONAL EDUCATION

What Is It?

Vocational education is a process whose mission is to prepare people for work. Vocational education programs provide students with employability and job preparation skills: seeking and keeping a job, interviewing, discovering job requirements and learning specific trade skills. However, the terms "vocational education" and "job training" should not be used synonymously; job training is short term and only prepares students with skills for a specific job.

Who Provides It?

In the California public education system, vocational education is provided by secondary schools, community colleges, adult education, and Regional Occupation Programs and Centers (ROP/Cs). At the secondary level ROP/Cs are the strongest vocational education programs due to a state legislated incentive which provides a second ADA (average daily attendance: a per-pupil payment to districts for days in school) for student participation in the ROP/C programs.

What Are The Problems?

1. Although many students do not go to college and need employability skills as well as job training, academic graduation requirements often reduce the opportunity of taking vocational education programs. It is important to provide a balanced curriculum that meets a variety of student needs; vocational education provides many students with relevance they miss in the learning experience.

2. California has no comprehensive policy for vocational education. It has been essentially a federal activity and California's vocational education programs have been designed around and directed toward federal dollars and requirements. Many districts are limited in providing a comprehensive vocational education program as a result of the funding constraints of Proposition 13 and the increased academic standards of SB 813 (education reform law of 1983).

   There is a need for a comprehensive state policy that will meet California's needs and goals for vocational training.

3. There is a need for a comprehensive state plan for vocational education which would link secondary school academic standards, vocational education, community colleges, adult schools and ROP/Cs into a unified delivery system to meet the unique population, economic, or employment needs of California. Such a plan could also address coordination with Private Industry Councils (PICs).

4. Vocational education has suffered from a maligned public image as being a program for those who are less capable students. In reality, many students in vocational programs are average or above in achievement and need recognition for their curriculum choices.

5. There is a lack of understanding about the separate functions and needs for both employability skills and specific job training. As a result, program decisions are often made on the basis of placement of students rather than on the basis of learning a set of desired skills.

6. There is a need for coordination among the various deliverers of vocational education programs so they more efficiently serve students using limited public resources.

Possible Vocational Education Chamber of Commerce/Business Partnership Activities

1. Develop a communitywide policy for coordination among all vocational education program deliverers (JTPA - Job Training Partnership Act of 1982 and PICs formed through JTPA; high school graduation requirements; community colleges; adult schools; and ROP/C programs) to ensure that students can make choices from a well rounded curriculum and that the job needs of the employment community are met.

2. Assure that vocational education is an integral part of the school curriculum.

3. Define what employers want from education for employability skills and job training. Publicize the needs to parents, students and school personnel.

4. Assist in improving the public image and need for quality vocational education programs in all communities throughout the state. For example, develop public relations campaigns to highlight businesses involved in vocational education programs and the positive results realized by student participants.

5. Inform school boards, parents and students about California Education Code §51004 which states "...it is the policy of the people of the State of California to provide an educational opportunity to the end that every student leaving school shall have the opportunity to be prepared to enter the world of work;" and that Education Code §51225.3b states that school boards "...SHALL adopt alternative means for students to complete the prescribed course of" studies (emphasis added).

6. Support student vocational education associations and programs such as FBLA (Future Business Leaders of America), VICA (Vocational Industrial Clubs of America), DECA (Distributive Education Clubs of America), FHA-HERO (Future Homemakers of America-Home Economics-Related Occupations) and FFA (Future Farmers of America).
   - -Provide scholarships and awards for students in vocational education programs.
   - -Participate on special advisory councils on statewide vocational education issues.

## Assembly Concurrent Resolution No. 103

### RESOLUTION CHAPTER 70

Assembly Concurrent Resolution No. 103—Relative to business community involvement with public education.

[Filed with Secretary of State July 6, 1984.]

LEGISLATIVE COUNSEL'S DIGEST

ACR 103, Hughes. Public education: business community involvement: school-business partnerships.

This measure would request the business community and public school administrators and teachers to cooperate in the development and expansion of school-business partnerships and would request the State Department of Education to disseminate copies of this measure to various agencies and organizations interested in fostering cooperation between public schools and the business community.

WHEREAS, The public elementary and secondary schools of the State of California are the institutions which must prepare the young for satisfying and productive lives in the larger community, as well as in specific careers; and

WHEREAS, The public schools are facing a severe budget crisis which necessitates more involvement and support from the community than is presently the case; and

WHEREAS, The private sector provides young people graduating from the state's public schools with jobs and career opportunities and thereby has a significant interest in the successful operation of the schools; and

WHEREAS, The private sector has available a variety of talent and resources which would be valuable to students, schoolteachers, and school administrators; and

WHEREAS, The business community through the leadership of the California Business Roundtable, the California Chamber of Commerce, the Industry Education Council of California, and other organizations has announced its intention to encourage a new and deeper commitment by making talent and resources available to schools; and

WHEREAS, A number of business organizations have specifically chosen to make talent and resources available to schools through a variety of school-business partnerships, including the "adopt-a-school" concept which matches a particular business organization with a particular school, brings business employees into the school to work with teachers and students, and involves donations of materials and equipment; and

WHEREAS, This type of business community involvement with public education fosters many benefits for students and the community; now, therefore, be it

*Resolved by the Assembly of the State of California, the Senate thereof concurring,* That the Legislature requests the business community to expand to as many schools as possible school-business partnership activities, and that the Legislature requests the public school administrators and teachers of the state to cooperate in the development of school-business partnership programs; and be it further

*Resolved,* That the Chief Clerk of the Assembly transmit a copy of this resolution to the State Department of Education and that the State Department of Education disseminate this resolution to school districts, county offices of education, private industry councils, local chambers of commerce, and other agencies and organizations interested in fostering cooperation between public schools and the business community.

## PILOT PROGRAM PARTNERS AND PROJECTS

The six pilot projects were chosen from a list of local chambers which requested to be included in the first phase of Project BET. Criteria for selection included geography, demographics of the community and the schools, local economy and types of businesses, local chamber staffing, and other related factors which would allow us to represent the different types of communities throughout the state.

### EL MONTE-SOUTH EL MONTE CHAMBER OF COMMERCE

Contact: David Humphrey, Manager
P. O. Box 5866
El Monte, California 91734 (818/444-4561)
William Peters, Chair (213/442-4140)

Program: The El Monte Education Task Force has designed a "one-on-one" program to link teachers with business partners so they can work together to improve student performance.

| Businesses | Schools |
|---|---|
| Studio Seven | Arroyo High School |
| Sawyer Business College | " |
| Fashion Institute | " |
| FBI | " |
| Edison Company | " |
| M. W. Kellogg Co. | " |
| Brussels Sprouts Inc. | El Monte High School |
| Boy Scouts of America | " |
| Golden State Sanwa Bank | " |
| Von's Market | " |
| Cal Press Graphics | " |
| Boy Scounts of America | Mountain View High School |
| Burger King | " |
| Crocker Bank | " |
| Del Taco | " |
| Golfland | " |
| County Supervisor Schabarum | " |
| To be identified | Rosemead High School |

## FRESNO COUNTY AND CITY CHAMBER OF COMMERCE

Contact: Kathi Nave, Communications Manager
P. O. Box 1469
Fresno, California 93716 (209/233-4651)
Ken Rush, Chair (209/224-5079)

Program: The Fresno County and City Chamber of Commerce Education Committee has worked closely with the school system to develop the Cooperative Free Enterprise program. Through the program the committee offers 1) video materials that present the free enterprise system to students, and 2) business tutors, lecturers, and advisors who will work with students and teachers to present the free enterprise system as a part of the regular curriculum.

| Businesses | Schools |
|---|---|
| Glenn Arms Apartments | Fresno High School |
| Valley Federal | " |
| Pacific Bell | Hoover High School |
| Fresno Bee | " |
| Chapel of Light | " |
| Organon Pharmacy | " |

Partnerships between the following businesses and schools are in the process of being formalized.

| Schools | |
|---|---|
| Washington Union High School | Mc Lane School |
| Roosevelt School | |

| Businesses | |
|---|---|
| American Red Cross | The Weekly Bulletin Board |
| California Federal Savings | Courtesy Mainteneance |
| The Fresno Surgery Center | K-Mart Corporation |
| Leland - West Insurance Brokers, Inc. | Rabe Engineering Inc. |
| Select Business Systems | Termlon Inc. |
| Thomas C. Boggess, D.D.S. | Total Life Concepts-Nutritional Counseling |
| Washington Union School District | Weymouth Photography |
| Yosemite Capital Investment Co., Inc. | Yosemite Health Retreat |
| Better Business Bureau | Bulletin Board |
| Cardiovascular Medical Clinic | Central Saving-Manchester |
| Claypool D.D.S. | Competitive Ambulance |
| Comprehensive Alcohol Program | Family Foot Care Center |
| Fresno Board of Realtors | Fresno Military Entrance Processing |
| Fruehauf Corporation | Gary Timan Vigen AIA and Assoc. |
| Genuine Parts Co. | Globe Weis - Fresno Div., Shellet Globe Corp. |
| Joseph's Studio of Photography | Justin Wizard Printing |
| KJEO Television | LaCoste & Co., Inc. |
| Mirror Salon Inc. | Oakley Kassabian & Jack |
| Pacific Gas & Electric Co. | Rental Housing Assn. of Central California |
| Select Business Systems--Copier Div. | Valley Federal Savings & Loan Assn. |
| Western Technical Safety | Kingsburg Joint Union High School District |

## NEWARK CHAMBER OF COMMERCE

Contact: Sandra Sublett, Executive Vice President
5920-A Thornton Avenue
Newark, California 94560 (415/793-1121)
Marina Nemling, Chair (415/797-3710)

Program: Acting as "key contact" for the chamber's business-education program, members of the Newark Chamber of Commerce Education Committee have obtained commitments from nine businesses to present educational enrichment in the sciences, English, math, career exploration, curriculum development, and physical education.

| Businesses | School |
|---|---|
| FMC | Newark High School |
| Ross Stores | |
| ADIA Temporary | |
| Oakland Tribune | |
| Union 76 | |
| Bank of the West | |
| First Interstate Bank | |
| Evar Brite | |
| Clark Chiropractic Office | |

## POMONA CHAMBER OF COMMERCE

Contact: Rob Engleman, Assistant Manager
P. O. Box 941
Pomona, California 91769 (714/622-1256)
Barney Path, Chair (714/596-5916)

Program: The Pomona Chamber of Commerce Education Committee has developed the "Pomona Educational Partners" (PEP) business-education program with the Pomona Unified School District. As a result of the program, a majority of the schools have been adopted and additional businesses are interested in becoming partners.

| Businesses | Schools |
|---|---|
| Cal Poly-Pomona | Ganesha High School |
| Servisco | " |
| Star Foto (Yearbook) | " |
| Pomona Paint & Paper | " |
| Credit Union League | Garey High School |
| CUNA Mutual | " |
| Home Savings & Loan | " |
| Progress-Bulletin | Park West High School |
| General Telephone | Pomona High School |
| Security Pacific | Emerson Jr. High |
| Mount San Antonio Community College | " |
| Horizon Hospital | Marshall Jr. High |
| Path Air Conditioning | Palomares Jr. High |
| Diamond Bar Urgent Care | Diamond Point Elementary |
| Pomona Chiropractic Offices | Harrison Elementary |
| Wordmaster Creative Communications | Kingsley Elementary |
| Southern California Gas Co. | Lexington Elementary |
| Southern California Auto Club | Lincoln Elementary |
| Drs. Bescoby & Kettenhofen | " |
| La Voz | Mendoza Elementary |
| Towne Ave. Convalescent Hospital | Philadelphia Fundamental Elementary |
| TCI Pomona Cable TV | Education Media & Technology Dept., Pomona Unified School Dist. |

## RANCHO CUCAMONGA CHAMBER OF COMMERCE

Contact: Danielle Watson, Executive Director
7365 Carnelian Street, Suite 130
Rancho Cucamonga, California 91730 (714/987-1012)
Floyd Stork, Chair, Education Committee (714/987-0766)

Program: Five Subcommittees: 1) Science Faire; 2) Legislation and School Finance; 3) Speaker's Bureau; 4) Business Education Partnerships; and 5) Vocational Education.

| Businesses | Schools |
|---|---|
| Baseline Hardware<br>Dave Kiedrowski | Alta Loma School District<br>John McMurtry, Superintendent |
| Donald King and Associates<br>Donald King | Alta Loma Elementary<br>Joseph Laponis, Principal |
| Wolff, Lang, Christopher<br>Gaylaird Christopher | Carnelian Elementary<br>Brenda McGinnis |
| PneuDraulics, Inc.<br>Donn Miller | Deer Canyon Elementary<br>Gary Hall, Principal |
| City of Rancho Cucamonga<br>Mark Lorimer | Jaspar Elementary<br>Bob Schmidt, Principal |
| Best Pomona, Inc.<br>Jim Hampton | Floyd Stork Elementary<br>Robert Zanin, Principal |
| Mindrum Precision Products<br>Paul Mindrum | Alta Loma Junior High<br>James E. Dyer, Principal |
| ROP<br>Royce Lapp | Hermosa Elementary<br>Mrs. Blanche Steinaker |
| Vavrinek, Trine, Day and Co.<br>Jim Balsano | Summitt Avenue Elementary<br>Bruce Carlson, Principal |
| City of Rancho Cucamonga<br>Lauren Wasserman | Central School District<br>Frank Costa, Superintendent |
| Pacific Commercial Brokerage<br>Lowell Gomes | Cucamonga Junior High<br>Sharon Nagle, Principal |
| PMA Power<br>Lou Shaup | Central Elementary<br>Sadre Sauvegau, Principal |
| California Learning Centers<br>Dan Karzan | Dona Merced Elementary<br>John Tate, Principal |

**RANCHO CUCAMONGA CHAMBER OF COMMERCE** (continued)

| Businesses | Schools |
|---|---|
| Southland Pool Plastering<br>Addie Juarez | Valle Vista Elementary<br>Mr. Patt Hatcher, Principal |
| Lewis Homes of California<br>Kay Matlock | Chaffey High School District<br>Mike Dirksen, Superintendent |
| City of Rancho Cucamonga<br>Pam Wright, Councilwoman | Alta Loma High School<br>Ray Rayburn, Principal |
| Beloud and Mannerino<br>John Mannerino | Alta Loma School District<br>Tony J. Ellis |
| Chamber of Commerce<br>Bob Dutton | Etiwanda High School<br>Don Culp, Principal |
| Chamber of Commerce<br>Bob Shibata | Chaffey High School<br>Dave Stein, Principal |
| Chamber of Commerce<br>Jim Barton | Etiwanda School District<br>Mr. C. Lightfoot, Superintendent |
| Chamber of Commerce<br>Larry Lanterman | Etiwanda Intermediate<br>Donald Shurte, Principal |
| Pacific Commercial Brokerage<br>Charlie West | Rep. Etiwanda High School<br>Dr. Debbie Medoff |
| Chamber of Commerce<br>Rick Nelson | Chaffey Community College<br>Muriel Zimmerman |
| Chamber of Commerce<br>Robert Glascock | Alta Loma School District<br>Milly Strain |
| Chamber of Commerce<br>Bob Clarke | Alta Loma High School<br>Bob Fikes |
| Chamber of Commerce<br>Nancy Smith | Etiwanda High Career Tech.<br>Roberta Brazelton |
| Chamber of Commerce<br>Jim Hampton | Chaffey Community College<br>Lou Grimm |
| Chamber of Commerce<br>Addie Eatman | Hermosa Elementary<br>Mary Ann Burke |
| Chamber of Commerce<br>Sharron Varga | Etiwanda High School<br>Earl Miller |
| Chamber of Commerce<br>Marlin Dickey | Cucamonga School District<br>Roberto Velasquez, Superintendent |

RANCHO CUCAMONGA CHAMBER OF COMMERCE (continued)

Businesses

Schools

Cucamonga Elementary
Joyce Wolfe, Principal

Los Amigos Elementary
Ray Trujillo, Principal

Guasti Elementary
Karen Neal, Principal

Rancho Cucamonga Middle
David Hedrick, Principal

Chaffey College District
Dr. Sam Ferguson, Superintendent

Chaffey Community College
Gary Aurouze, Professor

Chaffey Community College
Erna Noble, Instructor

Chaffey Community College
Sharon Beets, New Development Office

Central School District
Andy Carlmark

## SACRAMENTO METROPOLITAN CHAMBER OF COMMERCE

Contact: George Cope, Manager, State and Metro Affairs
P. O. Box 1017
Sacramento, California 95805 (916/443-3771)
Grant Bennett, Chair (916/452-3771)

Program: Twenty firms have adopted programs in five Sacramento high schools as a result of Project BET. Activities have begun for the 1984-85 school year. As the most extensively developed pilot project, Sacramento has offered a great deal of insight and experiences that will be used in 1985 on a statewide basis.

| Businesses | Schools |
|---|---|
| Sacramento Bee | C. K. McClatchy High School |
| California Chamber of Commerce | " |
| Pacific Bell | Hiram W. Johnson High School |
| Bank of America | Hiram W. Johnson - West Campus |
| Grant Bennett Accountants | " |
| Brenton & Bleier, Attorneys | " |
| Rufo & Rufo, Attorneys | " |
| Leonard Zipperian, Attorneys | " |
| Nolan Property Management | " |
| Collectors Enterprises | " |
| IBM | " |
| Calif. Dept. of Business, Transportation and Housing | " |
| Association of Calif. School Admins. | " |
| KFBK Radio | Sacramento High School |
| Calif. School Boards Association | " |
| Union 76 | Luther Burbank High School |
| California Dept. of Education | " |
| Kronick, Moskovitz, Tiedemann and Girard, Attorneys | " |
| Sacramento Union | John F. Kennedy |

## SCHOOL-BUSINESS PARTNERSHIP REFERENCES

Adopt-A-School: A Partnership Process Manual for Coordinators. Developed by Dr. Jerry Allred, Director, Northern California Center for Community Education, Butte County Industry Education Council, 5A County Center Drive, Oroville, California 95965.

California Coalition for Fair School Finance: A Community Education Project. Provides up-to-date analysis on school finance issues affecting the state. Chamber Education Committees interested in local school finance issues can contact the Coalition at 661 Live Oak #3, Menlo Park, CA 94025 (a one year subscription for all materials is $30).

California School Boards Magazine: The October/November 1983 edition is devoted to business-education partnerships. Single copies (if available) may be purchased for $3.75 from the California School Boards Association, 916 23rd Street, Sacramento, CA 95816.

Collaboration: Vocational Education and the Private Sector, 1984: Hardcover, $20; paperback, $12. American Vocational Association, Inc., 2020 North 14th Street, Arlington, VA 22201.

Community Education: Partnerships for Tomorrow: Special section of 1982 annual report. The Charles Stewart Mott Foundation, 1200 Mott Foundation Building, Flint, MI 48502.

Corporate and Campus Cooperation: An Action Agenda: 1984 softcover, $9. Business-Higher Education Forum, One Dupont Circle, Suite 800, Washington, D.C. 20036.

Directory of Campus-Business Linkages: Education and Business Prospering Together: Edited by Dorothy C. Fenwick, 1983 (American Council on Education); hardcover, $14.95. Macmillan Publishing Company, Front and Brown Streets, Riverside, NJ 08370.

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Education Is Everybody's Business: Summary and proceedings. A Conference of leaders from business, higher education and the schools. Association of Independent California Colleges and Universities, 37 Brookhollow Drive, Santa Ana, CA 92705.

Getting the Job Done: Conversations with Journeymen and Youngsters at Four Ventures in Community Improvement Construction Sites In America: 1980. The Corporation for Public/Private Ventures, 1726 Cherry Street, Philadelphia, PA 19103.

Let's Not Reinvent the Wheel: Profiles of School/Business Collaboration: Edited by Ian E. McNett, 1982; paperback, $6.95. Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036.

NAIEC Newsletter: published six times annually, $8. National Association for Industry-Education Cooperation, 235 Hendricks Boulevard, Buffalo, NY 14226.

Partners for the 80's: Business and Education: Edited by Elizabeth Purcell, John Alden, Terry Nagle, 1981; paperback, $6. National School Volunteer Program, Inc., 701 North Fairfax Street, Alexandria, VA 22314.

Partnerships With Schools Forum: Summary and proceedings. Gerald A. Rosander, Superintendent of Schools, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, CA 92111-7399.

Phi Delta Kappan Magazine: The February 1984 edition was devoted in large part to education partnerships. Copies may be purchased at $2.50 each from Phi Delta Kappa, Inc., Eighth & Union, P. O. Box 789, Bloomington, IN 47402.

Pro Education Magazine: A monthly magazine which is devoted to partnerships. Copies may be purchased at $6. (when available) from Pro Education Publications, 5000 Park Street North, St. Petersburg, FL 33709.

The California Roundtable Catalog of Business & Community Programs in Support of Local Education: Gives an outline of more than 600 partnership programs in California. It is available for $35 from the California Roundtable, P. O. Box 7643, San Francisco, CA 94119-7643.

School-Business Partnerships: Why Not? by Santee C. Ruffin, 1983, paperback, $1. National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.

Strategy for the 1980's: Business and Economic Education Model Programs: 1981; paperback, $15. Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, D.C. 20062.